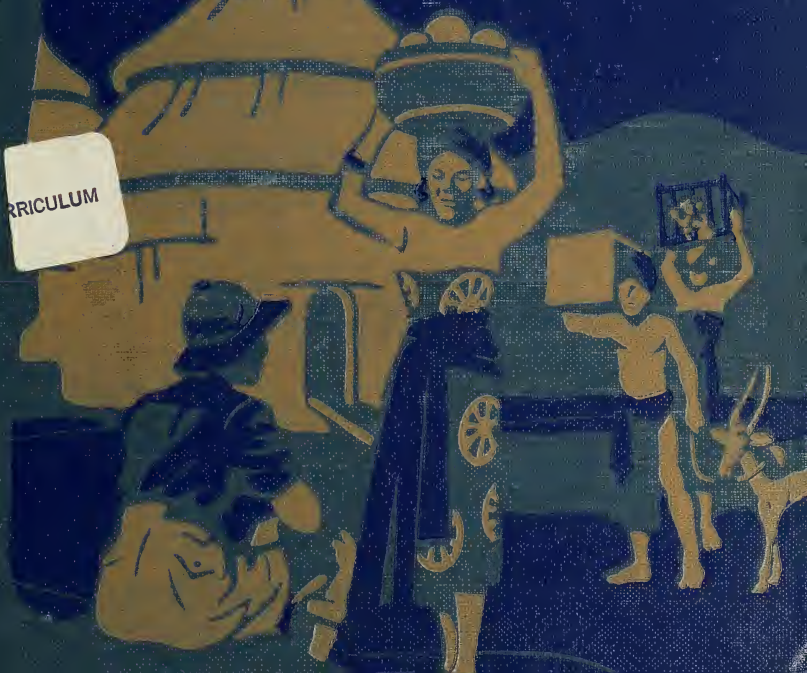


People and Places

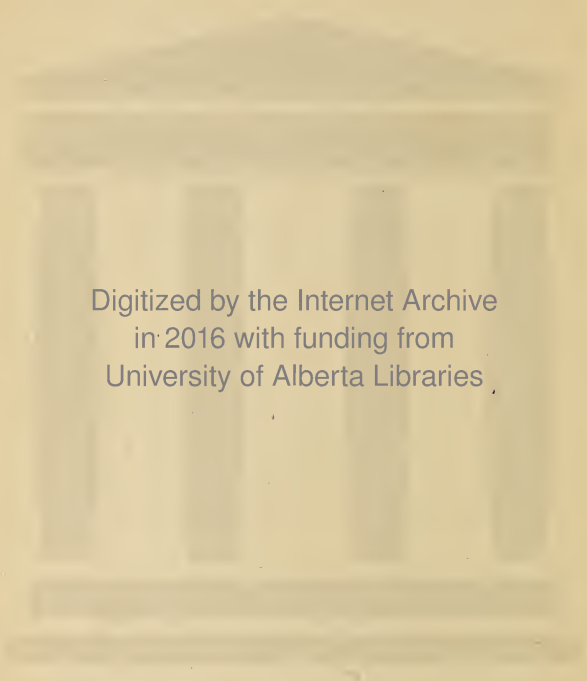
RICULUM



EX LIBRIS
UNIVERSITATIS
ALBERTAENSIS



LIBRARY
OF THE
SUMMER SCHOOL



Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries



Educ
PE
1121
H813
#2

• • • P R O G R E S S I N R E A D I N G • • •

By

ERNEST HORN

State University of Iowa

MAUDE McBROOM

State University of Iowa

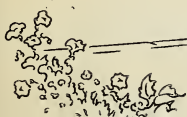
RUTH H. BISHOP

Public Schools, Iowa City, Iowa

ILLUSTRATIONS BY ARMSTRONG SPERRY, HARVÉ STEIN
AND HERBERT PAUS

GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON • ATLANTA
DALLAS • COLUMBUS • SAN FRANCISCO

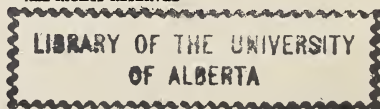


CONTENTS

	Page
Baby Boo <i>Frank Buck</i>	9
How to Stop Nosebleed	30
Biddy Lays an Egg <i>Madeline Darrough Horn</i>	33
How to Train Your Dog	42
How to Use the Contents	54
Kah-da Captures a Pet	
<i>Donald Baxter MacMillan</i>	56
The Months of the Year	66
The Candy Man <i>Dorothy Rowe</i>	70
Our Friend the Toad	88
Caring for Your Eyes	98
Safety First	103
The Test Pilot <i>Dorothy L. Tripp</i>	107
The Alphabet	119
Learning to Think about What You Read	122
The Indian Tepee	125
Moving Camp	133

COPYRIGHT, 1940, BY GINN AND COMPANY • COPYRIGHT, 1940, IN THE PHILIPPINE ISLANDS

ALL RIGHTS RESERVED



CONTENTS

	Page
Indian Sign Language	144
Learning to Use the Index	150
Do You Trespass?	154
How Well Do You Remember?	164
Strange Treasure	<i>Alice Alison Lide</i> 167
Learning to Use Right and Left	186
Telling Time	192
Telling Directions by the Sun	194
The Story of the Bicycle	197
The Surprise	<i>Laura Ingalls Wilder</i> 209
New Words You Have Learned	226
Learning to Read Arithmetic Problems	228
The Letter	<i>Madeline Darrough Horn</i> 233
The Seeing Eye Dogs	261
Using the Contents	268
INDEX	269

PREFACE FOR BOYS AND GIRLS

Have you ever stopped to think how many times in a day you read? When you get up in the morning, you may look at the paper to see what happened the day before. Perhaps you look through the paper to see what radio programs are on the air. Then, to get the program you want, you read the numbers on the dial and possibly the letters of the stations.

On the way to school, if you live in town, you may read the signs in the store windows. And after you get to school, you will use books a great deal of the time. You may read to find out how the Indians talked in sign language. You may read about some of the exciting times the pioneers had. Almost everything you do in school requires some reading.

When you get home after school, you may find that you have a letter from a

friend or from Grandmother. Of course you will want to read that.

After supper you may sit down to read a good story. Maybe one of your friends or one of your brothers or sisters will read with you.

There are stories in this book that you will read just for fun. There are other stories that tell you important facts that you want to know. But whether you read for fun or to answer some interesting question, you need to read well. This book was written to help you read better.

THE AUTHORS

ACKNOWLEDGMENTS

For permission to use copyrighted material, grateful acknowledgment is hereby made to the following authors and publishers:

Doubleday, Doran & Company for "Kah-da Captures a Pet," reprinted with adaptations from *Kah-da* through the courtesy of the author, Donald Baxter MacMillan; copyright, 1930, by Doubleday, Doran & Company, Inc.

Harper and Brothers for "The Surprise" from *Little House in the Big Woods*, by Laura Ingalls Wilder.

Charles Scribner's Sons for "Biddy Lays an Egg" from *Farm on the Hill*, by Madeline Darrough Horn.

The Viking Press for "Strange Treasure" from *Yinka-tu the Yak*, by Alice Alison Lide and Kurt Wiese, copyright, 1938, by Alice Alison Lide and Kurt Wiese. By permission of The Viking Press, Inc., New York.

The World Book Company and the author for "Baby Boo" from *On Jungle Trails*, by Frank Buck.



People and Places



Baby Boo

Mr. Frank Buck catches wild animals for the zoo and the circus. He also makes movies that show how he catches animals alive. Baby Boo is a story from his book called *On Jungle Trails*.

I. WANTED—A BABY ELEPHANT

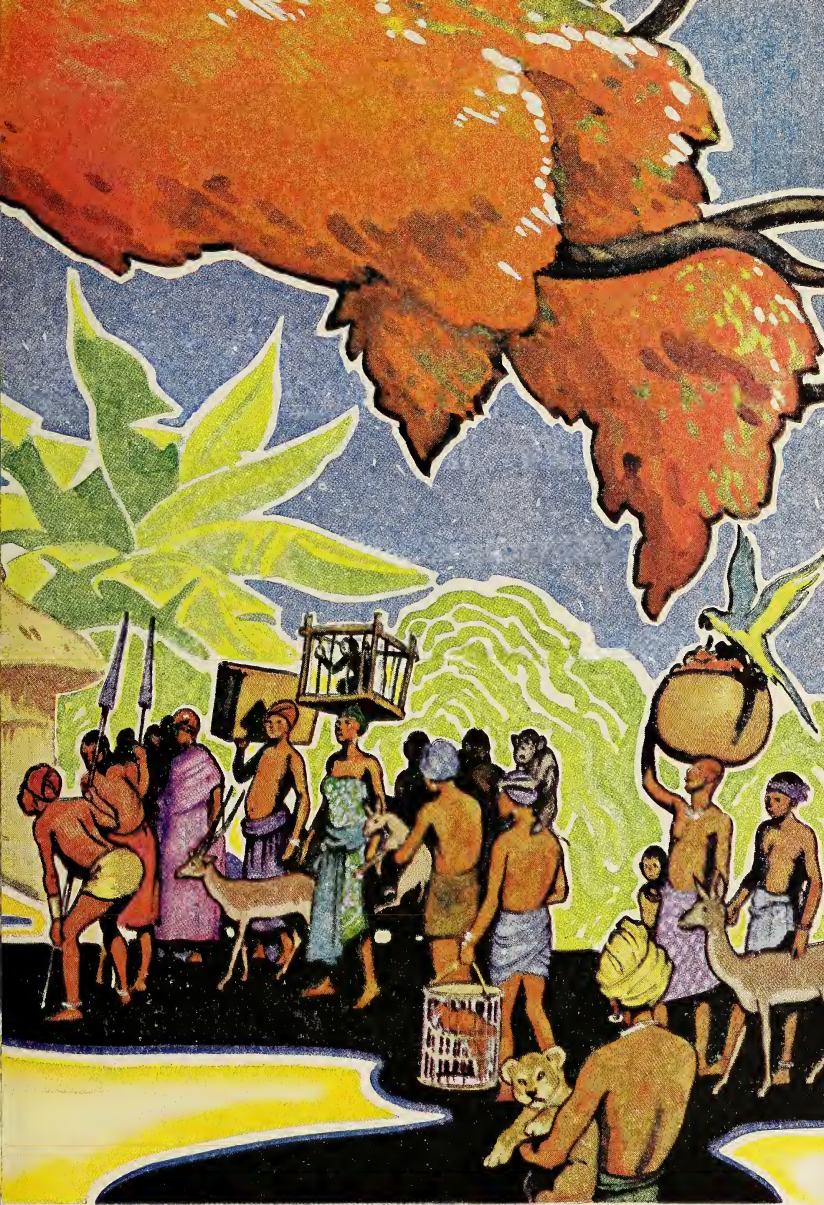
Ever since I can remember, I have liked birds and animals. When school days were over, I knew I was going to hunt wild animals and bring them back alive, so that you could see them in the zoo and in the circus.

During the last twenty-five years, I have spent most of my time in the jungle. From there, I have brought many live animals to the United States.

On one trip I had traveled through many countries when a call came from a man in Los Angeles. He wanted an elephant less than three feet high, because a baby elephant was needed for a movie.



The natives come with animals
they hope to sell



This was going to be a hard order to fill. An elephant less than three feet tall would be smaller than any that had ever been captured alive !

Wherever I am, natives come with animals they hope to sell to me. I had asked them all if they knew where I could find an elephant three feet high.

I had gone to see at least a dozen little elephants, but none of them were small enough. I had just about given up hope and was sure I should never find a baby elephant for the man in Los Angeles.

At last I reached a country where I often bought many animals. In a short time the news that I was there had reached the natives for miles about. They began to come in from the jungle with their animals to sell.

Ali, who was my helper, and I asked all of them for an elephant just three feet high. But no one had such a tiny elephant.

How Well Have You Read?

Now that you have read this much of the story, and before you read the rest, see if you can answer these questions. Look back in the story if you need to.

1. Who is telling the story about Baby Boo ?

2. Why does Frank Buck hunt wild animals ?

3. What is there in the story that makes you think he likes to do it ?

4. Where does he find the wild animals that he brings back ?

5. What did the man in Los Angeles need for his movie ?

6. Why was this order hard to fill ?

7. From whom did Frank Buck often buy animals ?

8. What did the natives do when they heard that Frank Buck was in their country ?

9. Who was Frank Buck's helper ?



If you can answer all the questions on page 13, you are ready to read the next part of the story.

II. NEWS OF A BABY ELEPHANT

One day an old native came into camp. He had a long white beard and walked on wobbly brown legs almost as thin as broomsticks.

He had a long pole across his shoulders, with a basket hanging from either end. There were animals in each basket. But of course he was not carrying a baby elephant.



I bought the old man's animals for tobacco and my jackknife, which he wanted very much. He was delighted with the trade we had made.

He started off at once into the jungle to show the knife to his wife. Then he suddenly remembered that he had something else to sell.

"How much will you pay for a little elephant?" he asked.



"Come back!" I called to him. "How big is your elephant?"

"That big," he answered. And he put his hand about four feet above the ground.

Ali and I both shook our heads. The old man saw at once that he had made his elephant too large.

"That big," he said again. This time he brought his hand down slowly until it was not more than ten inches from the ground. Ali and I both laughed.

“ What does your elephant look like ? ”

I asked.

“ Hair all over it,” he answered.

If the little elephant had hair on it, I knew that it was sure to be a baby one. It might even be less than three feet high. All elephants are born with hair on their bodies. In later years it wears off.

Half an hour later, Ali, the old native, and I were in a cart bumping along a jungle trail.

After four hours we reached the native village. It was like all native villages. A few huts stood beside a jungle stream. A few fields of rice grew close by. Dozens of brown children played happily along the banks of the stream.

Can You Get Facts from a Story?

If you read this story carefully, you learned some new facts about life in a jungle. We must have facts to answer

questions. What facts did you learn that will help you to answer these questions ?

1. How did the old man carry small animals to the camp to sell ?

2. What did Frank Buck use to pay the old man for his animals ?

3. How can anyone tell that an elephant is a baby elephant ?

4. What kind of roads were there through this jungle ?

5. What was one way of traveling through the jungle ?

6. What was the native village like ?

Read the next part of the story and see if Frank Buck was able to get the baby elephant that he wanted.

III. A SICK BABY

"All right," I said to the old native.
"Let's see your baby elephant."

The old man took me to a field near the

village. There was the smallest elephant I have ever seen. She was little and was covered with fine hair. She looked as if she were only ten or twelve days old.

I got out the carpenter's rule I had brought with me and measured the baby elephant. She was exactly thirty-four inches high !

I looked at the little elephant again. I could see that she was sick. She was wobbly on her legs, and she looked half-starved.

19



“What good is your elephant?” I asked. “She’s so weak from hunger that she can hardly stand.”

“Fine elephant,” a native said. “She is healthier than any elephant we have ever seen. She has been feeding on bananas for days.”

I knew from one look at the baby elephant that she had never eaten a banana. She was too young. She should still have been feeding on her mother’s milk.

“This baby elephant likes nothing better than to take a banana in her trunk and eat it,” said another native.

“All right,” I said. “Let me see your elephant eat a banana.”

I knew that this elephant was much too young to hold a banana in her trunk. Elephants have to grow muscle in their trunks before they can use them.

Two natives held the baby elephant, while another tried to make her hold

a banana in her weak little trunk. Of course the banana fell to the ground.

"The little elephant has eaten a dozen bananas already today. She is not hungry," said one of the natives.

I was sure this was not true. I knew the poor little elephant was dying of hunger. She might easily be dead before morning. She was nothing but a baby. I wanted to feed her and save her life if I could.

I took some money from my pocket and said, "I will give you this much money for the baby elephant."

"No," said one of the natives. "That is not enough."

"Very well," I said. "Come on, Ali," I called to my helper, and started to walk away.

A native came running after me. "We will take the money and you can take the elephant," he said.



There was the smallest elephant
I have ever seen



IV. FEEDING THE BABY ELEPHANT

Now I owned a baby elephant that might die any minute. She must have something to eat at once.

I sent Ali out to get some goat's milk in the village. He came back with a two-quart bottle half full.

I tried to pour some of the milk down the baby elephant's throat. But she would not open her jaws.

"Ali, go to the jungle and cut a piece of bamboo," I said. Ali was soon back with the bamboo.

My plan was to make a feeding tube out of it. Bamboo is hollow except at the joints, which are solid.

I cut off a piece of bamboo about nine inches long. The solid joint at one end made the bottom of my hollow feeding tube. I sharpened the other end so that it would go easily into the elephant's mouth.



“ Boil some rice, Ali,” I ordered.

I mixed this rice with the goat’s milk and put it into the bamboo tube.

I tried to put the feeding tube into the little elephant’s mouth. She fought with all her strength. Ali had to hold her up while I pushed the bamboo tube into her mouth.

By the time she had eaten the third tube of rice and goat’s milk, she liked

it. I knew that three tubes of rice and milk were enough for a half-starved baby that had just begun to eat.

The next morning she was stronger. When Ali and I got out the feeding tube, we did not have to hold her. We did not even have to coax her to eat. This time we gave her as much rice and goat's milk as she wanted.

Later that day we took her in our cart to the city. She was very happy, eating from the bamboo feeding tube. She acted as if every meal were a Thanksgiving dinner.

Do You Know?

1. How did Frank Buck save the baby elephant's life ?
2. What did he use for food ?
3. What did he use instead of a bottle ?
4. How did he get the elephant to eat ?
5. Did the baby elephant learn to like her food ?

V. BABY BOO JOINS THE MOVIES

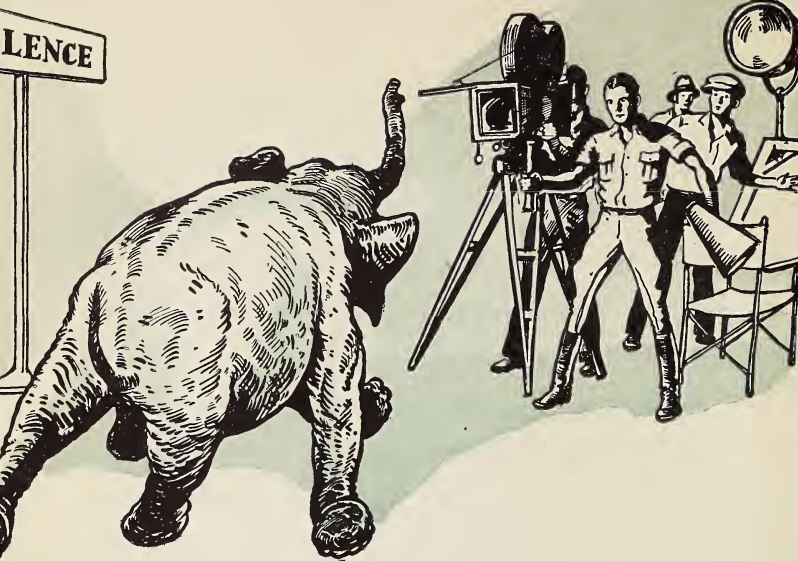
We named the little elephant Baby Boo. When the time came for her to go to Los Angeles, she was healthy and strong. And she was only thirty-four inches high !

She had learned to use her trunk. It was fun to watch her play with it. As the muscles became stronger, she would swing her trunk this way and that, as happy as a child with a new toy.

I said good-by to Baby Boo in Los Angeles by shaking her little trunk. Then I sadly turned her over to her new owner. I gave him three of the bamboo feeding tubes and told him how to use them.

A few months afterward I heard a funny story about Baby Boo.

During the making of a moving picture, Baby Boo had to run across the stage. But she did not want to run across the stage. No one could get her to do it.



At last the man who was making the moving picture called Baby Boo's keeper.

"What shall I do?" he asked.

The keeper got one of the bamboo feeding tubes. He stood across the stage from Baby Boo and held it up so she could see it. Baby Boo squealed with pleasure and ran across the stage — just where she was supposed to run! The scene was made!

Frank Buck (Adapted)

Can You Tell Which Words Are Left Out?

1. Baby Boo was ---?--- ---?--- inches high.
2. Baby Boo played with her ---?----.
3. The man who was making the moving picture could not get Baby Boo to ---?--- across the stage.
4. Her keeper held up one of the bamboo ---?-----?----.
5. Baby Boo squealed and ---?--- ---?--- the stage.

Telling the Whole Story

This is a good story to tell. If you try to tell this story, you may wish to do three things :

1. Tell who wrote the story.
2. Give the name of the book in which the story is found.
3. Choose the most important and interesting things to tell in each of the five parts of the story.



How to Stop Nosebleed

One of the boys at Lee School had just come back to school. He had been home for a week with a bad cold. During the morning the inside of his nose felt dry, so he picked it. It began to bleed. His teacher sent him to the school nurse, who showed him how to stop the bleeding.

The teacher thought that this was a good time for a lesson on nosebleed. She asked the nurse to come into the third-grade room and talk to the children.

First the nurse told them that it was better to keep from having nosebleed than to have to stop it. She explained that the lining of the nose is thin and

easily broken. When this lining is sore or dry after a cold, it may begin to bleed. "No child should ever pick his nose," she said.

Then the nurse told the children seven things to do to stop nosebleed :

1. Sit quietly with your head up. Bend forward a little, if necessary, so that you will not get blood on your clothes.

2. Do not snuff or blow your nose.

3. Press with your finger against your nose on the side that is bleeding.

4. Hold a cold, wet cloth or an ice pack on your nose and on the back of your neck.

5. Fold a piece of paper several times, and wet it with cold water. Put it under your upper lip between the lip and gum.



6. Loosen anything tight around your neck.

7. If your nose does not stop bleeding soon, or if it is bleeding very hard, call a doctor.

The nurse said that nosebleed can usually be stopped by following the first three rules.

How to Remember What You Read

Sometime you may need very much to know what to do if you have nosebleed. Try to give the seven rules that the school nurse gave the class for stopping nosebleed. It is important to understand exactly what the rules tell you to do.

If there is any rule that you could not remember, read it again carefully. Then try again to give the rule. Do not stop until you can remember every rule.

This is a good way to study any lesson that has important facts in it.

Biddy Lays an Egg

Every summer Bill and Tom went to visit Grandma and Grandpa, who lived on a farm. Bill and Tom always had a good time on the farm because so many funny things happened there. This story tells about what happened to Grandma's best hat.

Biddy was Grandma's pet hen. She was a big fat hen. She was white all over.

When Grandma fed the chickens, she always called, "Biddy, Biddy, Biddy!" Then Biddy would come running, and Grandma would throw her a handful of corn.

Biddy often stayed near the kitchen door hoping she might slip into the house. Of course, Grandma did not want chickens, not even Biddy, in her nice, clean house.

One afternoon, Grandma, Grandpa, Bill, and Tom were going into town.



When Grandma went out
of the kitchen door,
there was Biddy



Grandma had put on her best hat. It was a black straw hat. It had a round crown made of soft black silk. Around the crown were black feathers.

Grandma looked out of the window and saw that it looked like rain.

"Oh, dear!" she thought. "I can't wear my best hat to town in the rain."

So Grandma took off her best hat. She put it in the middle of the bed.

"I'll put my best hat away in its box when I get back home," thought Grandma. She put on her old hat.

When Grandma went out of the kitchen door, there was Biddy. But Grandma closed the kitchen door tightly so Biddy could not get in.

Grandpa and the boys were already in the car waiting for Grandma. Quickly, she climbed into the front seat with Grandpa. Tom and Bill sat in the back seat.

When they got to town, Grandpa bought some groceries. Grandma bought some blue gingham for an apron. Grandpa bought everybody a chocolate ice-cream soda. Then it was time to go home.

As soon as they got home Grandma went into her bedroom to put away her hats. There was Biddy in the bedroom door calling as loudly as she could:

Cut cut ca daw cut!

Cut cut ca daw cut!

Biddy always made this noise when she had laid an egg.

"Shoo, Biddy!" said Grandma, chasing her out of the kitchen door.

Grandma went back into her bedroom again. She put the old hat she had worn to town into its box in the closet. Then she went to her bed to get her best hat to put away in its box in the closet.



Right in the middle of the crown was a big white egg that Biddy had laid ! One of Biddy's white feathers lay in the middle of the crown, too.



“ Boys, come here ! ” Grandma called.
Bill and Tom ran to Grandma’s bedroom.

“ Look here ! ” said Grandma, pointing
to her best hat. “ This is the funniest
place to lay an egg that you have ever
seen.”

“ Come and see Biddy’s new nest ! ”
Bill called to Grandpa and to Hank, the man who helped Grandpa with the work on the farm.

“ How do you suppose she got into the house, Hank ? ” Grandma asked.

“ I guess Biddy slipped in when I came in to get a drink. I remember seeing her near the kitchen door. I’ll have to watch her more carefully the next time,” said Hank.

Madeline Darrough Horn

Can You Tell When?

The story “ Biddy Lays an Egg ” might have been divided into three parts. Each part tells what happened at a different time in the story. These are the parts :

- A. Before Going to Town
- B. When the Family Was in Town
- C. After Returning from Town

Eleven sentences that tell about things in the story are given below. Can you name the part of the story that tells when each thing happened ?

1. Biddy called, *Cut cut ca daw cut !*
2. Hank came into the house to get a drink.
3. It looked like rain.
4. Grandpa bought groceries.
5. Grandma closed the kitchen door tightly so Biddy could not get in.
6. Grandma said, " Shoo, Biddy ! "
7. Grandma took off her best hat and put it in the middle of the bed.
8. Grandma bought blue gingham for an apron.
9. Grandma found a big white egg in the crown of her best hat.
10. Everybody had a chocolate ice-cream soda.
11. Grandma put her old hat into its box.

How to Train Your Dog

I. DOGS CAN BE TAUGHT MANNERS

Dogs should be useful and happy companions. They can be, too, if they are trained in the right way. When you see a happy, well-mannered dog, you can be sure that somebody has taken great care to teach him what he should do and what he should not do.

A dog is happiest when he knows his place in the home. Then he is able to share good times with the family.

It is easy for a dog to be a nuisance to the family and to others. He may chase the neighbors' cats or chickens, or run through their flower beds. He may annoy everyone by his barking. He may



chase cars. He may growl at visitors or jump up on them.

Whenever you see a dog with such bad manners, you can be sure that his master is to blame. You should not blame a dog for doing things that he has never been taught not to do.

It is really not very hard to teach a dog good manners if you start when he is a puppy. Begin by making him feel that you love him. Then he will want to



please you. But you should also make him understand that he must do what he is told and that he must do it at once.

One of the first things for your dog to learn is how to tell whether or not you are pleased with what he does. When he has done something that you do not like, say, "No!" Do not shout at him. He learns quickly from the tone of your voice when you are not pleased. When he has done what you want him to do, pet him and say, "Good dog."

You should be very patient in teaching a puppy. It takes time for him to learn. Always try to think how you can make him understand what you want him to do.

If there is something you do not wish him to do, he must never be allowed to do it even once. If you do not want your dog to lie in the chairs, you must not allow him to do it one day and then scold

him if he does it the next day. Whenever he gets into a chair, say, "No!" and lift him out of the chair. If he keeps on getting into the chairs, you may have to punish him.

Many dogs are spoiled or injured by being punished in wrong ways. Never kick your dog, or strike him on the head. Whip him with a small switch or a folded piece of paper.

There is not often any need for whipping a dog hard. When you do have to whip your dog, be sure that he understands why he is being punished. Never punish him just because you are angry with him.

Many masters waste time in teaching their dogs tricks, but fail to teach them the things that a dog really needs to know. After all, it is not very important to a dog to be able to sit up or to "speak" for food or to jump over a stick. But it

is important to him and to you that he have good manners.

A dog has to learn many things if he is to become a happy and useful companion. After he has learned these things, it will be time enough to teach him tricks.

Using What You Have Read

The following questions will help you to find out how well you have read.

1. Why should dogs be trained carefully ?

2. How may a dog that is not trained well become a nuisance ?

3. Who is to blame for a dog's bad manners ?

4. When should a dog's training begin ?

5. How, without punishing him, can you show a dog that he has done something that he should not do ?

6. How can you make him understand that you are pleased with what he has done ?

7. Why should you be patient in teaching your puppy ?

8. How can you break a dog of the habit of lying in the chairs ?

9. What should you remember when you punish your dog ?

10. Is it more important for a dog to learn tricks or to learn good manners ?

You will have to think about the lesson you have just read in order to answer the following questions.

1. In what ways, besides the ones that the lesson tells about, can a dog be a nuisance to neighbors and to visitors ?

2. How might a dog be injured by punishing him in a wrong way ?

3. What are some of the habits that a dog should learn if he is to be a happy and useful companion ?

II. LESSONS YOUR DOG SHOULD LEARN

This part of the lesson tells you how to teach your dog some of the things that he should learn. After you understand how to teach your dog these things, perhaps you can think of ways to teach him many other useful things.

One of the first things a dog must learn is his name. He will do this very easily and quickly if you call him by name as you play with him. Say his name when you give commands. Suppose his name



is Zip. Say, "Lie down, Zip!" or "Come, Zip!" or "No, Zip!" You can teach him as you play.

Your dog should be taught to come when he is called. This should be another of his first lessons. Take him into a room or into a yard so that he can run about for a moment, and then say, "Come, Zip!" If he comes to you, pat him on the head and say, "Good dog, Zip!" Wait a little while and try again. Always show him that you are pleased when he comes.

If your dog does not understand what you mean, you can help him by tying a



long string to his collar. Then say, "Come, Zip!" If he does not come, pull him toward you gently with the string. When he gets within reach, pat him and say, "Good dog, Zip!" Remember to be very patient. Do not shout at him or be angry, for that will make him want to hide or run away.

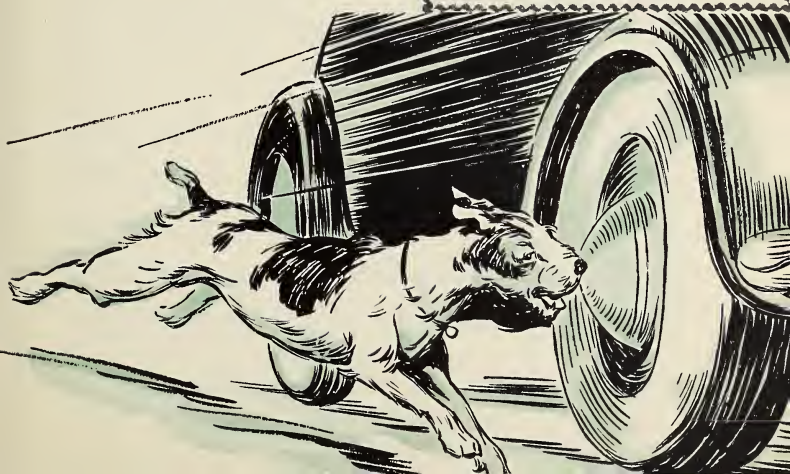
Another thing that your dog should learn is to lie down when he is told. Say, "Lie down, Zip!" and then let him know what you mean by pushing him gently to the ground or floor. As soon as he lies down, pet him so that he will know that he has done what you want. Do this only a few times for the first lesson so that he will not get tired. Repeat the lesson once each day.

The next thing for him to learn is that he must not get up until you give the command "Come, Zip!" or "Up, Zip!" If he gets up before you tell him to, say,

"No, Zip!" and make him lie down again.

You may have seen dogs chasing cars. This not only annoys the drivers, but it is very dangerous for the dogs. You should start early to break your puppy of this bad habit. Whenever he barks at a car or chases it, say, "No!"

Learning not to chase cars is one of your puppy's most important lessons. It may be one of the hardest ones, too. If he keeps on chasing cars, you may have to whip him a little to show him that you mean business.



Very often you wish your dog to follow closely behind you when you take him for a walk. Of course you can lead him along by his leash, but this should not be necessary. He can be taught to follow just behind you. This is called heeling.

It is better to go where you will not be interrupted when you teach your dog to heel. Pull him up gently toward you till he is only a foot or so away. Then say, "Heel!" and start to walk. If he tries to run past you, pull him back and say, "No!" Then repeat the command "Heel!"

You will have to repeat the lesson several times before he learns what you want him to do.

Remember, it is not unkind to make your dog mind. It is really a kindness to him, because you can then let him have much more freedom. It certainly is not kindness to a dog to spoil him.

Telling about What You Have Read

This part of the lesson tells you how to teach a dog to do six useful things.

The first thing it tells is how to teach a dog his name. Can you find the other five things that the lesson tells about?

Number your paper from 1 to 6. Beside number 1 write *Teaching him his name*. After each of the other numbers, write one thing that the lesson tells you to teach your dog.

Choose one of the six things that a dog should learn to do. Plan to tell the rest of the class how to teach a dog to do that thing. First, without looking at your book, try to remember what the lesson tells you. Then read the lesson again to be sure that you did not leave out anything. Telling someone else how to teach a dog will help you to remember what to do.

How to Use the Contents

Do you know a quick way to find stories or lessons in a book? You can use the Contents. It is always in the front of the book.

Find the Contents in this book. It tells you the names of all the lessons in the book. Read the names of all the lessons you have studied this year.

In the Contents you can find on what page every lesson begins. Point to the page numbers in the Contents.

Try to find the answers to the following questions by using the Contents in your book.

A Test on Using the Contents

Number your paper from 1 to 6. Beside each number write the correct page.

1. Where does the story about Biddy begin?

2. On what page does the lesson about the months of the year begin ?

3. What is the first page that tells about our friend the toad ?

4. On what page does the story about a test pilot begin ?

5. On what page can you find the lesson about nosebleed ?

6. On what page does the story about Baby Boo begin ?

Find several different kinds of books, such as a reader, a storybook, an arithmetic, a language book, and a speller.

Find the Contents in each book. Now try to answer these questions :

1. Do you always find the Contents in the same place in your books ?

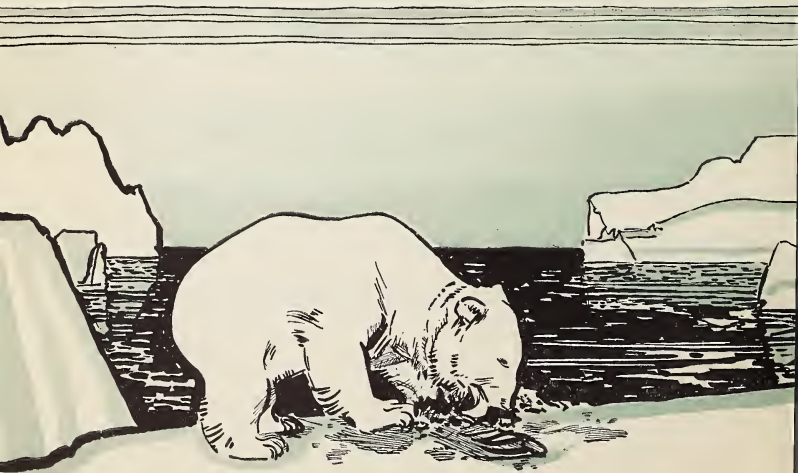
2. Is the page for each lesson always given ?

3. Did you find any books that had no Contents ?

Kah-da Captures a Pet

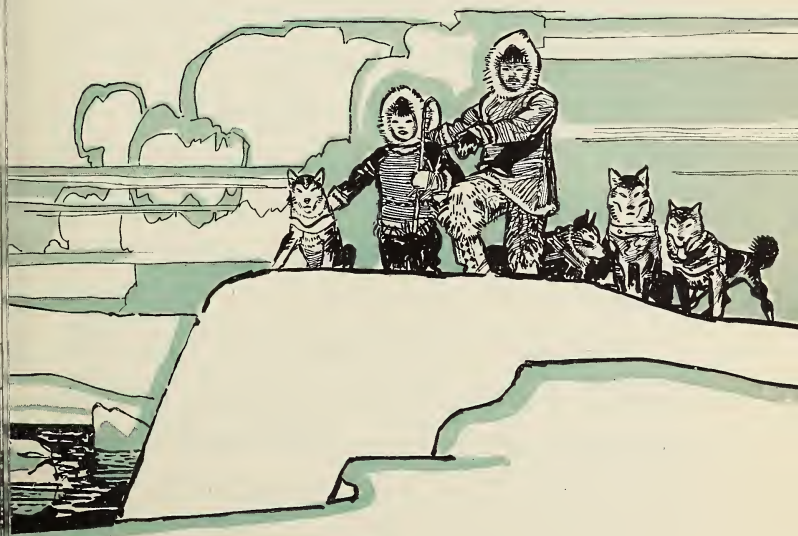
Kah-da was an Eskimo boy. He lived in the northern part of Greenland, a country that is covered with ice and snow. Kah-da often went hunting with his father. This story tells about one of his most exciting hunting trips.

As Kah-da and his father drove along, Kah-da saw something small and white far ahead on the ice. What in the world could it be? A white fox? An arctic hare? A dog? Suddenly his father yelled, "A polar bear cub!"



Kah-da could hardly believe his eyes. Where was the mother bear? They quietly stopped the dogs so that Father could look about. No mother bear was in sight.

It was strange that the little fellow should be out on the ice alone, but there he was. Had the mother heard the snapping of the whip? Was she hiding among the rough ice? If she were, it was the



first time that Kah-da's father had ever known a mother to leave her cub.

Kah-da wondered if they could catch the little fellow alive. He would like him for a pet. Father said he would try to capture the cub.

They fastened all but two of their fastest dogs. They led these two behind a little hill of rough ice and came within a few yards of the cub. He was eating the fat from a sealskin and was having a wonderful time. His face was greasy from his mouth to his ears !

Kah-da's father let the dogs go. The cub was so frightened at seeing the dogs that he almost tumbled over. He turned quickly in his tracks and started to run away.

Suddenly he stopped and faced the dogs. He wanted to know what these strange things were that were driving him away from his dinner of delicious



fat. He planted his stubby front legs in the snow. He blew through his nose and stuck out his upper lip, daring them to come on.

The two strong dogs struck him when they were going at full speed. They buried him with their bodies, and their white teeth were at his throat. They would have killed him quickly, but Kah-da drew out his whip. There was a yelp of pain as one dog jumped away. A second later there was a snap of Father's whip.



The little bear was free and on his feet again. He was spotted with blood, but ready to fight.

Father pulled off his sealskin coat and stretched it between his two hands. He walked up to the little bear. As the cub jumped at the coat, Father wrapped it quickly around the cub's head and pushed him over on his back. The cub kicked and tried to escape.

While his father held the little bear down in the snow, Kah-da hurried back to his sled for a piece of skin rope to tie the cub to his sled. He would take him home as a pet.

To be carried was new and strange to the little bear. He kicked when Kah-da drove over the rough ice. But after a while, he lay very quiet. Kah-da untied the rope, wondering what the little bear would do.

To Kah-da's surprise, he stood up on his hind legs. He put his front paws on Kah-da's knees and looked right up into his face. Seeing Kah-da's bearskin pants, he was wondering if Kah-da were his mother !

And now a rope was no longer needed. On the second day the little bear followed close behind Kah-da's sled all day. Now and then he would stop and look back along the trail. He would run out across



The little bear put his paws
on Kah-da's knees



the great ice field, but within a minute or so he would hurry back to the sled. He would give a strange cry, the cry of a baby polar bear.

As Kah-da drove into the village the next day, how proud he felt ! He had had a lucky hunting trip. He was sitting on the skin of his first musk ox. He had killed a big polar bear and the head was on the front of his sled. The little bear was right behind him !

Kah-da's little sister came running out to meet him. She stopped, almost afraid, when she saw what he had. She turned and called back to her mother, "A large bear and a musk ox and also a live cub !"

Now they all ran down to the sea ice with cries of delight. For a while, at least, they knew they had plenty to eat.

Donald Baxter MacMillan (Adapted)

How to Get Facts from a Story

What have you learned about Eskimos from this story ?

See who can remember the most facts from this story. The questions below will help you.

1. What did you find out about the uses of the Eskimo dogs ?

2. What did you find out about how these Eskimos got their food ?

3. What were some of their foods ?

4. Why were Kah-da's mother and sister so happy when they saw that Kah-da had brought home a large bear and a musk ox ?

5. What are some of the animals in the Eskimos' country ?

6. What did you find out about polar bears ?

7. How did these Eskimos travel ?

8. What did this Eskimo boy do that boys do not do here ?

The Months of the Year

I. THE NAMES OF THE MONTHS

In what month is your birthday ?

Do you know the names of all the months of the year ? All their names are printed here in order. Read them.

- | | | |
|-------------|-----------|--------------|
| 1. January | 5. May | 9. September |
| 2. February | 6. June | 10. October |
| 3. March | 7. July | 11. November |
| 4. April | 8. August | 12. December |

How many months are there ?

Which is the first month of the year ?

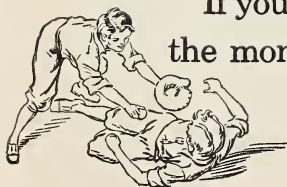
Which is the last month ?

Do you know a holiday that comes in the seventh month ?

Christmas comes in which month ?

Can you say the names of the months without looking at the book ?

If you do not know the names of all the months in order, you can learn



them in a few minutes. It may help you to study them in this way :

1. Read the first three names.
2. Try to say them without looking at your book.
3. Look at your book to see if you have said them correctly.
4. If you made a mistake, do these three things again. Study the names until you can say them without a mistake.

Study the next three names in the same way. When you have learned them, say the first six months in order.

Now learn the next three names. Then say the first nine months in order.

Study the last three names. When you know them, say all the twelve months in order.

Keep on studying the twelve months until you can say them three times without making a mistake.



Test on the Months

Can you make a perfect score on this test? *Do not write in this book.*

1. The second month is ---?----
2. The month before June is ---?----.
3. The last month is ---?----
4. The first month after March is ---?----.
5. November is the month before ---?----
6. June is the month before ---?----
7. The month before October is ---?----
8. The month just after July is ---?----
9. May is the first month after ---?----
10. The month just before November is
---?----
11. The first month is ---?----
12. December is the month just after
---?----
13. August is the month before ---?----
14. The month just before April is ---?----
15. The month after May is ---?----
16. July comes just before ---?----

II. THE NUMBER OF DAYS IN EACH MONTH

What month is this now? Do you know how many days there are in this month? Do you have to look at the calendar to find out?

If you will learn this little verse, you will always know just how many days there are in each month. You will not have to look at a calendar to find out.

Thirty days hath September,
April, June, and November ;
All the rest have thirty-one,
Except February which alone
Hath twenty-eight, and one day more
We add to it one year in four.

Write the names of all the months of the year. If you need help in spelling them, you may look at the list on page 66. Beside each month write the number of days it has.

Use the verse to be sure you are right.



The Candy Man¹

I. A VISIT TO BIG HORSE STREET

It was cold that winter day in China. But the sunshine was warm in the street, and little boys and girls played there to keep warm. They ran as fast as they could in their heavy, padded cotton clothes. They jumped rope, and laughed out loud when they had jumped as many as ten times without missing.

¹ From *The Rabbit Lantern*, by Dorothy Rowe. By permission of The Macmillan Company, publishers, New York, and The Macmillan Company of Canada, Ltd., Toronto.



Suddenly from around the corner of Big Horse Street came a sound. All the children stopped playing and listened.

Toodle doo, teedle dee, doo dee came the music of the flute the Candy Man blows. All the children ran to meet him, for he was a candy man who walks about the streets.



The Candy Man was not pretty at all, but the children loved him very much. He blew on his bamboo flute until many children heard and came to see him. Then he stopped on the side of the road. He put down the two boxes that he had been carrying on either end of a bamboo pole over his shoulder. He stood the pole against the side of the house. Then he opened the big box and sat on the little box for a stool.

“Ai yah!” he said. “It’s a very cold day. I almost froze to death, I tell you, but this is a good sunny place. Ai yah, this is a nice street.”

You would never guess what the Candy Man had on the top of his box. Swords made of red candy; tops that would really spin, made of green candy; candy apples; a candy teapot and a ricksha (a Chinese cart) made of candy, too!

All the children were so excited! They pushed up close to the box and begged the Candy Man to make other things. Such a nice Candy Man! He reached into his box, and took out a bit of warm taffy. He pulled it and molded it with his fingers, and he blew it till it looked like a baby balloon. Then a quick touch here, a little push there, and it was a red bird all puffed up ready to sing. He fastened the bird to a little stick and put it up for all the children to see.

主全内木



Such a nice Candy Man!



The Candy Man was never cross with the children. When they snatched at the pretty candy, he did not scold them, because he loved little children. His eyes were kind, and he smiled a great deal.

II. CANDY TOYS FOR EVERYONE

One little boy called Fat Little One peeked over the edge of the box and said :
"Make more. Make a yellow rat."

The Candy Man saw the penny in Fat Little One's hand. So he made a fierce yellow rat out of candy. The fierce yellow rat sat on the edge of a red candy bowl and pretended to steal honey from it. Fat Little One squealed with joy and gave the Candy Man his penny. He held the rat carefully in his little hand and looked at it for a long time. Suddenly, pop it went into his mouth ! Oh, such a good candy rat, such a sweet candy bowl ! And Fat Little One ate it all up.



Then he came back again to watch the Candy Man and listen to him talk. The Candy Man was very friendly. His voice was warm, and none of the children were afraid of him. Little Six asked him for a horn.

“ You, a horn ? To blow the bogey man away ? If I make a good horn of candy, will you blow it very hard, *toot, toot, toot* ? ”

“ Oh, yes, Candy Man, and make my horn of yellow like gold. See, I have a new penny for you,” said Little Six.

Isn't Little Six a funny name? His mother had six little boys, and she called each of them a number. When Little Six grows up, he will have a new name, a grown-up name. But while he is little, his mother calls him Little Six.

A girl child with a woolly knitted cap talked to the Candy Man, and he said: "You want a candy teapot? I shall make it, and the lid will be of silver."



So he patted and pulled and blew the red candy. He was very busy. When he was not looking, Fat Little One reached up his hand to take the big knife on the box. Such a big knife !

Then the Candy Man saw and said :
“ No, no, no, no, don't touch the knife. It is sharp, and is sometimes unkind to little boys. That knife gets angry often and cuts little children.”

79



"All right, Candy Man," said Fat Little One. "But tell me why there is no candy boy to pull this candy cart."

"I can tell you, Wee One. It is nighttime in Candyland, and the boy has gone to bed. He left the cart on the table, and he said: 'Take care of my cart. Don't break it, and don't let anyone have it except the fat little boy who lives on Big Horse Street!' So I told him I would be very careful of it and bring it here. I wonder where that fat little boy lives. Do you know, Little Six?"

The Fat Little One was so afraid Little Six would get the cart that he jumped up and down and cried: "I'm Fat Little One! I'm Fat Little One! Oh, give me that cart, I say; give me that cart!"

The little girl with the woolly cap laughed. Her name was Beautiful Moon. She said: "You're a funny little boy. You ate your rat and bowl, and you have



no money. You have to have a penny before the Candy Man can give you the cart."

Fat Little One began to cry. The Candy Man patted his fat cheek and said : "Cry not, cry not, Little Precious. Go home and ask the Mother for another penny. Then I'll give the cart to you. See ? Run now, run now."



“But, Candy Man, my mother is not at home. She has gone to the market to buy fish for our dinner. When she comes back, I know you will have gone. I want that candy cart so much!”

“Your mother is at market? Well, let’s go and find her. I have made a toy for each child on this street, and I must go on. I can go by way of the market and you can come with me. Perhaps, if you want, you may blow my flute while we walk.”



III. HOW FAT LITTLE ONE GOT THE CART

The Candy Man smiled down at Fat Little One, and Fat Little One's eyes got very big. He had never been to the market. He had always stayed at home and waited for Mother to come back, and he always had wanted to see that market. So he said: "I want to go. Please take me with you. I will be very good, and I will blow the flute sweetly."

Toodle doo, teedle dee, doo dee came the sound of the flute as the Candy Man

and Fat Little One started. The Candy Man carried his boxes and held Fat Little One's hand. And Fat Little One made sweet music on the flute.

As they walked along to the market, suddenly someone called : " Oh, my Fat Little One ! Where are you going ? Who is that man who holds your hand ? "

That was Mother's voice, and she sounded afraid. Fat Little One stopped playing the flute and ran to Mother.

" I ate the yellow rat that I bought with the penny you gave me, and I wanted the candy cart. The Candy Man said he would take me to you. He said you would give me another penny and I could buy that lovely red cart," said Fat Little One all in one breath.

Mother did not know the Candy Man, and she was afraid he was going to take her little boy far away and never bring him back. But the Candy Man came to



Fat Little One made sweet music

where Mother and Fat Little One were standing. Mother looked into his eyes. She saw how kind and good he was, and she smiled at him.

“The little fat boy wanted the cart so much that I brought him to find you. He is quite safe, and here is the candy cart,” he said.

So Mother gave the Candy Man a penny, and Fat Little One had his beautiful cart. The Candy Man said good-by and went away down the street blowing his sweet music. Mother and Fat Little One went home.

Dorothy Rowe

Who Did These Things?

Here are the names of three people in this story: *The Candy Man, Fat Little One, Mother*. Each name answers some of the questions on page 87. Write these names on your paper.

Read the first question. Decide which person's name answers that question. Write 1 after the name that answers it. Is it *Fat Little One* ?

Read the second question. Write 2 after the name that answers it.

Answer each of the other questions. Sometimes the same number must be written after more than one name. *Do not write in this book.*

1. Who ate the yellow candy rat ?
2. Who gave Fat Little One a penny ?
3. Who blew on the flute ?
4. Who made the yellow candy rat ?
5. Who had never been to market ?
6. Who had gone to buy fish ?
7. Who said, " It's a very cold day " ?
8. Who went to find Mother ?
9. Who got the candy cart ?
10. Who was afraid the little boy was going to be taken away ?



Our Friend the Toad

A third-grade class went on a walk with their teacher to study insects. After a while one of the boys turned over a board in the path, and out hopped a toad.

"Let's kill it," said one of the boys. "It's poison, and it makes warts on your hands."

"That's not true," another child said. "I read in a book that toads are very useful and that we should never harm them. They eat insects."

“ We do not need to walk any farther,” the teacher said. “ We started out to study insects. Let’s go back to the room and try to find out whether or not the toad does eat insects. Perhaps you can also find out whether or not a toad will hurt you. You may make a list of the questions that you wish to answer.”

When the children got back to school, they decided to try to find the answers to these questions :

1. *Do toads hurt us ?*
2. *Are toads of any use to us ?*
3. *What are some of the interesting facts about toads ?*
4. *What are the enemies of toads ?*
5. *How can toads be protected ?*

The parts of the lesson that follow tell you something about each of these questions. First read the question, and then read what the lesson tells about it.

PART ONE

1. *Do toads hurt us?* There are some people who believe that toads make warts on your hands. This is not true. Toads have little warts on their backs. But these warts will not make warts on your hands. You may think that toads are ugly looking, but they will not hurt you.

2. *Are toads of any use to us?* Have you ever wished there weren't so many mosquitoes to bite you? Toads are your friends, for they eat mosquitoes. They eat many other harmful insects too. One man who studied toads for a long time found out that they eat eighty-three different kinds of insects and worms.



The toad has a big appetite. He fills his stomach four times a day. One toad ate thirty full-grown caterpillars in less than three hours. Another ate ninety rose bugs as fast as he could get them. And he was still hungry for more. Fifty-five cutworms were found in the stomach of another toad. One toad may eat ten thousand insects in three months. He will eat enough cutworms in one year to save a farmer twenty dollars.

If you catch a toad and put him in your garden, he will help to keep the insects from eating the plants. Here he will find plenty of insects that he likes to eat.

Sometimes men keep toads in their greenhouses. One man found that he could not keep insects from eating some of his flowers. Then he put some toads in his greenhouse. After that there were not so many insects to eat his flowers.

Can You Answer the First Two Questions?

1. *Do toads hurt us?*

2. *Are toads of any use to us?* In order to answer this question you must be able to answer these three other questions:

a. What does the toad eat?

b. How much does he eat?

c. Whom does he help?

PART TWO

3. *What are some of the interesting facts about toads?* The toad hunts for his food in the morning and evening. On bright moonlight nights he will hunt all night. He hops slowly around among the plants. When an insect moves, out goes the toad's long sticky tongue.

Although the toad is a greedy eater, he can live a long time without food or water. Stories are told of toads that have been shut up in rocks for many years without either food or water. Such

stories are not true. However, toads have been known to live two whole years without eating or drinking.

The toad sleeps most of the day. He crawls under a board or stone and takes a nap while the sun is hot. Sometimes he takes his nap in a hole in the ground.

The toad sleeps all winter. For this long winter nap he sometimes hides



under a pile of leaves. Sometimes he digs into the ground. The loose dirt covers the toad and keeps him warm.

One mother toad may lay as many as ten thousand eggs in one year. She lays her eggs in the water. They hatch out into tiny tadpoles. Tadpoles have tails and swim about like fish. After two to four months the tadpoles lose their tails and grow legs. Then they are little toads, and hop away to catch insects.

4. *What are the enemies of toads?* Since one mother toad may lay so many eggs, you may wonder why there are not more toads. It is partly because many eggs do not hatch and many of the tadpoles do not live. Another reason is that toads have so many enemies. Hawks, crows, and snakes eat them. Chickens, geese, and ducks catch them, too. Sometimes toads are killed by people who do not know how useful they are.



The toad has a big appetite for insects

5. *How can toads be protected?* A toad can protect himself in two ways. First, if he sits very still, his enemies cannot see him. Since he is the same color as the ground, he looks like a lump of dirt.

Second, the little warts on his back have a fluid in them that protects him from his enemies. If a dog bites a toad, this fluid will make the dog's mouth sore.

We can help to protect toads. There would be more toads if everyone would follow these rules :

a. Never kill a toad.

b. Never handle a toad except to move him to a safer place or to a place where there is food for him to eat.

c. Put stones or boards on the ground so that he can crawl under them. The toad needs to have a place where he can hide from the hot sun.

d. Tell other people how toads help us. These people will also protect the toads.

Can You Answer the Last Three Questions?

3. *What are some of the interesting facts about toads?*

- a. How does the toad catch insects?
- b. When does he get most of his food?
- c. How long can he live without food and water?
- d. What does he do most of the day?
- e. Where does he stay in winter?
- f. What are tadpoles?

4. *What are the enemies of toads?*

5. *How can toads be protected?*

- a. In what two ways does the toad protect himself?
- b. How can we protect toads?



Caring for Your Eyes

Thirty thousand school children had their eyes examined. About ten thousand of these children had something wrong with one or both eyes. This means that about one child in every three had something wrong with his eyes.

Your eyes are so important that you should take the best care of them. If you do not begin to take care of them while you are young, you cannot expect to have strong eyes when you are older.

Read Parts One and Two of this lesson to find the answers to these questions :

How does nature help to protect your eyes ?

What should you do to protect your eyes ?

PART ONE

Nature helps to protect your eyes in four ways.

1. The bony walls around your eyes protect them from blows and bumps.

2. Your eyelids drop over the eyes like curtains to keep out dust and bright lights.

3. Your eyelashes catch the dust before it can get into your eyes.

4. Tears help to wash out anything that gets into your eyes.

PART TWO

You can do eight things to protect your eyes.

1. When you read, try to have the light



fall on your book over your left shoulder. Never read while facing the light.

2. Hold your book so that the light will fall on the page that you are reading. Do not let the cover of the book keep the light from the page.

3. When it begins to get dark, turn on a light. Reading in a dim light hurts your eyes.

4. Never look at the sun or at a bright electric light. Any very bright light hurts your eyes.

5. Never rub your eyes. "Rub your eyes only with your elbows" is an old saying. Try it.

6. If you get something in your eye, do not rub it. Close your eye and blow your nose. If the speck does not come out, then bathe your eye with clean water. Perhaps someone will have to take the speck out of your eye with a clean cloth or with a piece of clean cotton.



7. Never use another person's towel. This is one way to keep from getting sore eyes from other people.

8. If you should get sore eyes, go to a doctor. Be sure to use only your own towel. Try not to rub your eyes with your hands. If you do touch your eyes, wash your hands carefully before you touch anything else. In this way you may keep other people from getting sore eyes from you.

Choosing the Right Answers

Read all the sentences below that answer the first question: *How does nature help to protect your eyes?*

1. Read where the light falls on your book over your left shoulder.

2. Never rub your eyes.

3. The tears wash out your eyes.

4. Never look at the sun or a bright light.

5. Your eyelashes catch the dust.

6. The light should fall on the page you are reading.

7. Do not read where the light is poor.

8. The bony walls around your eyes protect them.

9. See a doctor if you have sore eyes.

10. Your eyelids keep out dust.

Now choose the sentences that answer the second question: *What should you do to protect your eyes?*



Safety First

Many accidents would not happen if everyone tried to remember "safety first."

This is the story of an accident that really happened. Read the story carefully and study the picture, which shows how the accident happened.

THE ACCIDENT

John and Fred were nine years old. One day they were walking along the left side of the highway on the way home from a country school.

Mr. A was coming from behind them. He was driving his car on the left side of the highway, because he was trying to pass a bus. When he saw the two boys ahead on the road, he sounded his horn several times. John and Fred were playing and wrestling along the edge of the highway. They watched for cars coming from the front, but paid no attention to those coming from behind. Mr. A's car was only a few feet away when Fred accidentally pushed John in front of the car. Fred jumped away, but John was run over.

Questions for You

These questions test how well you understand how the accident happened.

1. On which side of the road were the boys walking ?
2. On which side of the road was Mr. A driving ?

3. Why was he driving on that side of the road ?

4. Did he see the boys playing in the road ?

5. What did he do to let them know he was coming ?

6. Why did the boys not get off the highway ?

7. Why was John run over ?

The following questions will help you to think of ways to stop accidents like the one in the lesson.

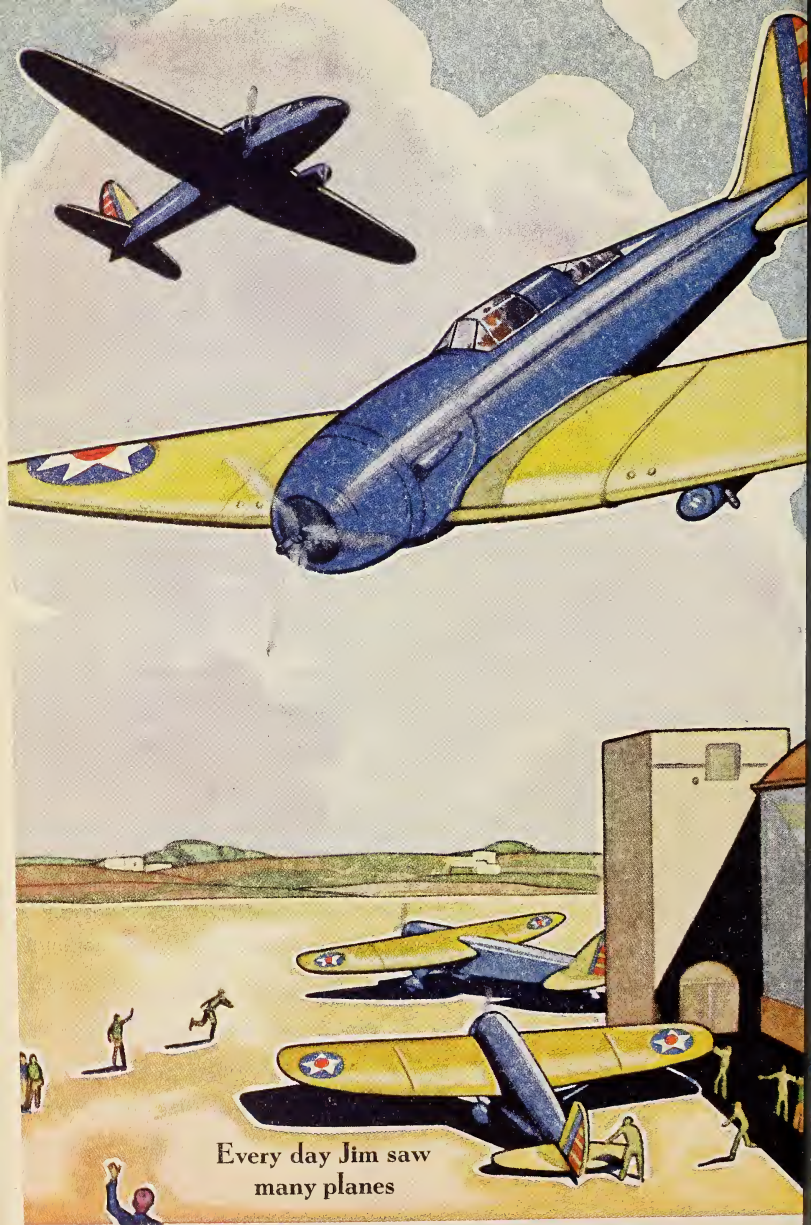
1. Do children have a right to walk on the highway in the country ?

2. On which side of the highway is it safest to walk ?

3. Should drivers slow down when they see children playing along the road ?

4. Was more than one person to blame for the accident ?

5. Do you think that Mr. A was to blame ?



Every day Jim saw
many planes

The Test Pilot

Jim lived near a big United States Army flying field. Every day he saw many planes take off and land. Some planes were big and some were small, but all planes had a special mark on the wings. The mark was a big blue circle with a white star in it and a smaller red circle in the center of the star. All United States Army planes are marked that way.

Jim's dad was an officer at the flying field. He was a test pilot for the United States Army. He took new planes up to see how well they could fly.

Now Jim had never been up in a plane. Most children never have a chance to go up in army planes. But children of army officers are allowed to go up once a year after they are ten years old. Jim was only nine.

Dad had said, "I'll take you up on your birthday." How Jim wished that his birthday would hurry and come!

Jim wanted to fly. He wanted to go up in a plane more than anything else in the world.

"When I grow up," said Jim, "I will be a pilot. Then I can fly every day."

108



One morning Jim went to the field with his dad. He saw his dad put on his parachute. His dad never went up without a parachute. One man at the field always looked at the big silk bags to be sure that they were all right. Then he folded them so that they were always ready.

109



Today Dad was testing a new army pursuit plane. The little plane looked very small beside the big bombers Jim could see on the field. It was as shiny as a new dime in the early morning sun.

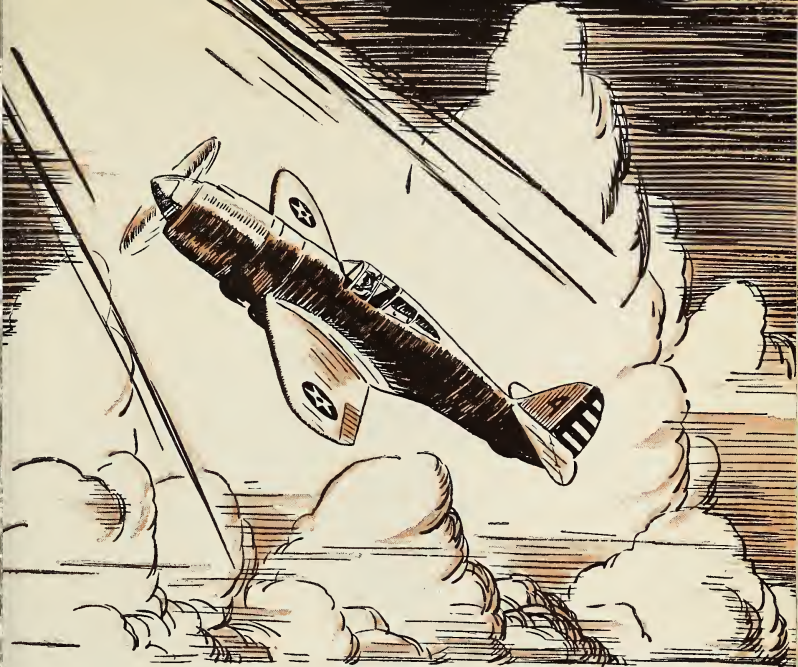
"Good morning, sir," said the mechanic. "We have tuned and checked the motor. Everything is ready."

"Thank you," said Jim's dad. Then he climbed into the plane, and pulled his goggles over his eyes.

"Clear!" called Dad.

The propeller turned and the motor hummed. Dad waved at Jim, as he taxied the fast little plane down the field. Then he turned, and up he went, flying east, right into the sun.

Up, up climbed the little plane. In less than a minute it was a tiny speck, high in the sky. Jim watched until it was out of sight. Then he watched the man across the field get a big bomber



ready to fly. The bomber was so large that men could walk under the wings.

When it was almost noon, Jim went outside again. It was almost time for Dad to be coming in for lunch. Jim looked up into the sky.

There was Dad's plane again, diving down through the clouds. Faster, faster, faster, it came.



Then, suddenly, the plane began to spin around and around. Jim saw a tiny black speck fall away from one side of the plane.

The men at the hangar came running out. They looked up at the falling plane. "A wing has broken off!" said one of the men.



The plane was falling fast. What a noise it made !

Many officers and men were on the field now. Everyone was looking up into the sky.

The army ambulance came speeding toward the center of the field. Its siren added to the noise of the falling plane.

Then a white parachute opened high above the falling plane. A tiny black spot was swinging under the white parachute. Jim knew that tiny spot was his dad. He felt better.

The plane struck the ground with a terrible explosion. Flames went high into the air, and black smoke rose above the flames.

Three men climbed into a big truck and speeded toward the burning plane. The fire engine followed the truck.

Slowly and smoothly Jim's dad floated down out of the sky.

"Dad pulled that rip cord just in time," said Jim.

Dad was almost down. The men in the ambulance started for the place where Jim's dad was landing. Jim forgot that



Slowly Jim's dad
floated down
out of the sky

he was never to go on to the flying field. He was running toward Dad, right across the flying field, for all he was worth.

Jim reached Dad soon after the men in the ambulance got there. As he ran up, Dad was laughing and undoing the straps of his parachute. He laughed again when he saw Jim.

"How about our lunch, Jim?" called Dad. "Tell Mother I'll be home in a few minutes, just as soon as I take a short hop in another plane."

So off Jim ran to tell Mother.

And just thirty minutes later, Dad walked into the house. Mother didn't say anything, but she gave Dad a big hug.

"Were you afraid, Dad?" asked Jim.

Dad laughed and said: "No, there was no time to be afraid. I just read my speed and fell over the side."

"Why did the wing come off?" asked Jim.



"I don't know," answered Dad. "We shall try to find out. It could not stand the tests. You see, I took that plane up to find out how fast it would go in a dive. But when I tried to come out of the dive, the wing came off."

Then Dad sat down at the table.

"My! this lunch looks good," he said.

Dorothy L. Tripp

Questions for You to Answer

If you have read the story of "The Test Pilot" carefully and understand what it tells, you will be able to answer these questions.

1. Where did Jim live ?
2. Who was Jim's dad ?
3. When did Dad say that he would take Jim up in a plane ?
4. What did Jim want to be when he grew up ?
5. What did Jim's dad put on before he went up in a plane ?
6. Why did Jim's dad take the plane up ?
7. What happened to the plane ?
8. What did the men at the flying field do when they saw the plane falling ?
9. How did Jim's dad get down ?
10. Why did Jim's dad say the wing came off ?



The Alphabet

The letters in the alphabet come in a certain order that we call alphabetical order. A long time ago children used to learn to say the letters before they learned to read a single word. They called this learning their A B C's.

We think now that children do not need to learn to say the A B C's before they begin to read. There are other ways for them to learn to read.

There are many reasons, however, why you should know the alphabet. Unless you know it, you cannot find names in a telephone book. Neither can you use the dictionary or an index.

There are many other reasons why you should know the alphabet.

This lesson will help you to be sure that you know the letters in alphabetical order.

Here are the letters as they come in the alphabet. Read them from left to right.

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
		u	v	w	x	y	z		

How many letters are there in the alphabet?

Close your book and try to say the alphabet. Keep trying until you can say it all without looking at your book.

Answer these questions without looking back at the alphabet :

1. Which letter is after *t* ?
2. Which letter is before *f* ?
3. Which letters come between *g* and *z* ?
4. Which letters come between *l* and *r* ?
5. What letter is between *r* and *t* ?
6. Is *h* before or after *t* ?
7. Is *m* before or after *f* ?
8. Is *y* near the beginning of the alphabet or near the end ?
9. What are the first three letters ?
10. What letters come near the middle of the alphabet ?

Now, without looking at your book, write all the letters of the alphabet in order.

Learning to Think about What You Read

Sometimes a very short story has a great deal in it to think about. In learning to think about what you read, you need to do two things :

1. Be sure that you understand the facts given.
2. Think about the facts.

Read and think about the following story of a cross dog.

A CROSS DOG

Mr. Waters owned a large bulldog that was sometimes very cross. This dog had already tried to bite several people, but, before he had injured them, he had been stopped by Mr. Waters.

One morning the milkman came to deliver the milk before any of the



family were out of bed. The bulldog bit the milkman, injuring him so badly that he could not work for several days. Mr. Waters had to pay the milkman three hundred dollars.

How Well Do You Understand What Happened?

The answers to these questions are in the story :

1. Did Mr. Waters know that his dog might bite someone ?

2. How had the dog been kept from injuring people up to this time ?

3. Whom did Mr. Waters' bulldog bite one morning ?

4. Why didn't Mr. Waters keep the dog from biting the milkman ?

5. How badly was the milkman injured ?

6. What happened to Mr. Waters because his dog bit the milkman ?

Thinking about the Accident

The story will help you to think about the answers to these questions :

1. Did Mr. Waters mean to have his dog bite the milkman ?

2. When a dog has tried to bite people, is it right for anyone to allow him to run loose ?

3. Did the milkman have a right to come to Mr. Waters' house to bring the milk ?

4. Should Mr. Waters have been made to pay a sum of money because his dog bit the milkman ?

5. Should Mr. Waters have been made to pay as much as three hundred dollars because his dog bit the milkman ?

6. What should Mr. Waters have done when he found out that his bulldog was cross ?

7. Should the milkman have shot the dog for biting him ?

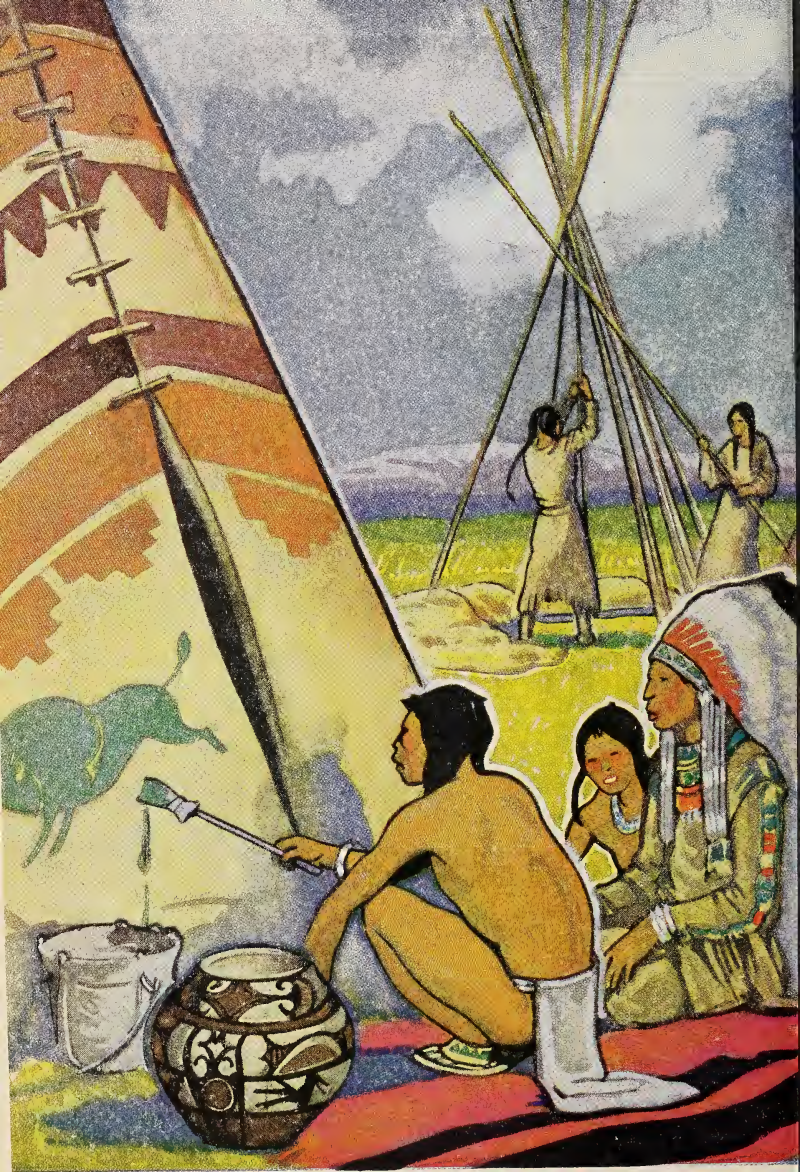
The Indian Tepee

Long ago many Indians lived on the Western plains. Because they lived on the plains, they were called Plains Indians.

Most of the Plains Indians lived in houses like those shown in the picture on pages 126-127. These houses are called tepees. Many people think that all Indians lived in houses like these, but that is not true.

Some Indians lived in long bark-covered houses, very different in shape from the tepee. Some Indians built houses of stone. Still others built houses of adobe, a kind of mud brick. All Indians built their houses of materials that they could find near the place where they lived.

The tepee, as you can see from the picture, was shaped like a cone. It was




Most of the Plains



Indians lived in tepees

made of buffalo skins which were stretched over long slender poles.

Twenty or thirty poles were used in each tepee. They were twenty or twenty-five feet long. They were made from straight, slender pine trees that had been scraped smooth. These poles were so strong that a good set of them lasted many years.

The Indian squaw always set up the tepee. She first tied three poles together with one end of a rope made of buffalo hide. Then she raised the three poles into the air so that they stood up like this  : As the squaw set up the other poles, she fastened the rope around each one to hold it tightly in place.

After all the poles had been set up, the squaw was ready to put the cover on the tepee. She had made this cover by sewing together about twenty buffalo hides. She had tanned the hides so that they



were almost as white as snow. The Indian men had painted beautiful pictures on the cover. It would last many, many years.

The squaw stretched the tepee cover over the poles. Then she fastened the front together with a set of slender wooden pins.

She fastened the bottom of the cover to the ground with wooden pegs. Then she piled dirt and stones around the bottom to help hold it down and to keep out the cold.

The opening for the door of the tepee was in front. The skin door-flap covered it in bad weather.

The fire was built on the ground in the center of the tepee. Smoke went out through a hole in the top of the tepee. On each side of the smoke hole was a skin flap. The end of a long, slender pole was fastened to each flap. The squaw moved these poles whenever the wind changed, so that the tepee would not get full of smoke. The smoke hole also let in a little light.

The smoke hole of the tepee was the nearest thing to a chimney that any Indian tribe ever made. The tepee had less smoke in it than any other kind of Indian house.

The tepee made one large room in which the Indian family lived and stored all their things. About ten people usually lived in one tepee. Here the family, children and grownups, cooked, worked, played, ate, slept, and visited with their friends.

The beds were around the edge of the room. They were piles of dry grass covered with skins. Clothing, bags and baskets of food, and extra skins were piled about. A place was always made to hang the cradle. There it hung, baby and all, while the Indian mother did her work.

Sometimes there were more than five hundred tepees in a single village. Travelers who saw the villages thought they were very beautiful. Of course the Indians, too, thought they were beautiful.



Checking Your Reading

The following questions will help you to find out how well you read this lesson. Try to answer each question. If there is any question that you cannot answer, read again the part of the lesson that tells about it.

1. In what kind of house did the Plains Indians live ?

2. Did all Indians live in this kind of house ?

3. What held the tepee up ?

4. Of what was the cover made ?

5. Where was the fire built ?

6. What held the tepee to the ground ?

7. Of what use was the hole in the top of the tepee ?

8. How many rooms did the tepee have ?

9. How many tepees might there be in a large Indian village ?

Moving Camp

The tepee was just the right kind of house for the Plains Indians. These Indians depended upon the buffalo for their living, so they had to follow the great buffalo herds that grazed over the plains.

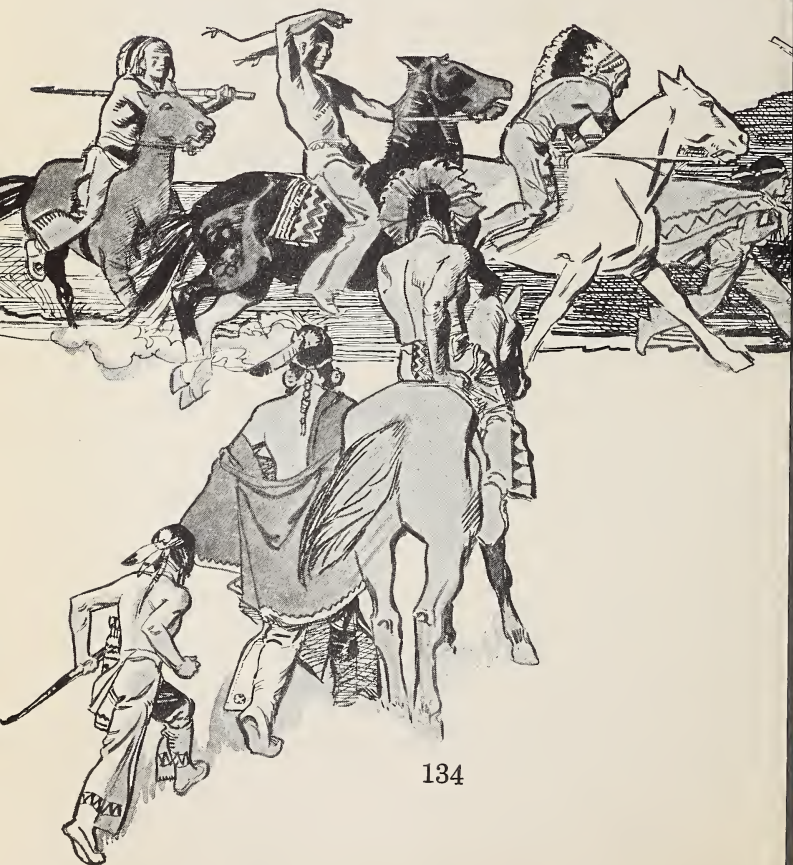
When the Plains Indians moved, they took with them everything they owned, even their houses. Because they had to move their villages six or seven times a year, they had to have houses that could be moved easily and quickly.

A man who traveled across the plains more than a hundred years ago described the way that the Indians moved a village of six hundred tepees.

The scouts, who had been sent out to look for buffalo, came back with the news that they had found a herd of buffalo many miles from the village. The chief

sent runners through the village telling the good news. Camp must be moved.

The men and older boys began to bring in the horses, which had been grazing





near the village. The younger boys helped to catch the dogs and tie them up.

At a signal from the chief, squaws began to take down the tepees. In a minute six hundred tepee covers were loose and flapping in the wind. In a



minute more all the tepees were flat upon the ground.

The poles of each tepee were made into two bundles. The small ends of each bundle were tied to the shoulders of a horse. The other ends dragged on the ground behind the horse. Short poles were tied across the tepee poles behind the horse to hold them in place. Then the tepee cover and the other things the family owned were piled upon the

poles. This frame of poles for carrying things was called a *travois*.

Some of the women and children rode on the travois, and some rode on the horses. Three or four women and children might ride on a loaded travois. One woman rode on a horse with a child holding on behind her. One of the child's arms held tightly to his mother, and the other held a pet puppy.

The dogs had to work, too. Every dog that could be taught to do it dragged a very small travois with a bundle fastened to it.

In a very few minutes all the six hundred tepees had been taken down, all things had been packed, and the journey to the new camping place had begun. Before long there was a line of Indians and their animals, several miles long, reaching farther than the eye could see. At the front of the line and on each side,



The journey to the new camping ground had begun



the warriors rode on their favorite horses. These warriors had their weapons ready to protect the tribe from attack by enemies.

The journey was exciting for the children. They saw new places and had many adventures. Sometimes the dogs got into a fight. Then what a tangle of travois, bundles, and dogs !

The young boys watched every move of the warriors on their beautiful horses. How every boy looked forward to the time when he would be a warrior, too, and could ride with the men !

After traveling many miles, the Indians reached the place that had been chosen for their new home. Almost as quickly as the tepees had been taken down, they were put up again. While the squaws set up the new camp, the men began at once to make plans for the buffalo hunt.

How Well Did You Read?

After each of the numbers below is a part of a sentence. Under each part of a sentence are three groups of words, marked *a*, *b*, and *c*. Find the group of words that finishes sentence 1. The words which finish this sentence are "six or seven times a year." Finish each of the other sentences in the same way. *Do not write in this book.*

1. The Plains Indians moved their villages

- a.* once a year.
- b.* every two or three years.
- c.* six or seven times a year.

2. The Plains Indians moved often because they

- a.* followed the herds of buffalo.
- b.* did not like to live long in one place.
- c.* wanted to find more grass for their horses.

3. When word came to move camp, the horses were brought to the village by

- a.* the scouts.
- b.* the younger boys.
- c.* the men and the older boys.

4. The tepees were taken down by

- a.* the squaws.
- b.* the men.
- c.* the children.

5. The Plains Indians could have everything packed and be ready to move

- a.* in a week.
- b.* in less than a day.
- c.* in two or three days.

6. A travois is

- a.* a house of the Plains Indians.
- b.* a pole used to move the smoke flap.
- c.* a frame of poles used for carrying things.

7. The warriors rode in front and along the sides of the long line of women and children

- a.* to protect the tribe from attack by enemies.
- b.* to keep the dogs from fighting.
- c.* to keep the horses from running away.

8. As soon as the Indians reached their new camping place the men

- a.* put up the tepees.
- b.* planned a buffalo hunt.
- c.* cooked dinner.

9. The tepee was just the right kind of house for the Plains Indians because

- a.* it had a smoke flap to let out the smoke from the fire.
- b.* it could be moved easily and quickly.
- c.* it had a place to hang the cradle for the papoose.



Indian Sign Language

There were many different tribes of Plains Indians. Each tribe spoke a different language. Yet Indians of each tribe could talk with Indians of other tribes. They used a sign language that all of them could understand.

When white men came to the plains, they wanted to talk to the Indians. So they often used the sign language, too. It was easier to learn sign language than to learn the many different spoken languages of the Indians.

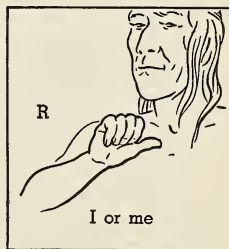
Indian sign language is not very hard to learn. You may already know some of the Indian signs. You may use them without knowing that they were also used by the Indians.

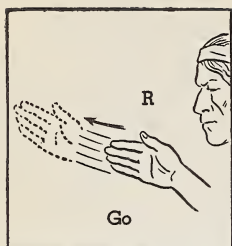
I. USING SIGN LANGUAGE

Read the directions for making each sign. Follow the directions carefully. The pictures will show you how each sign is made. Arrows and dotted lines show which way to move your hands.

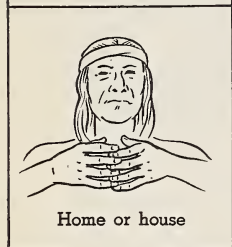
In sign language you do not make a sign for every word. To say, "I am going home," you make the signs for *I*, *go*, and *home*. Can you make this sentence from the following directions and pictures?

I or *me*. Touch your chest with your right thumb.



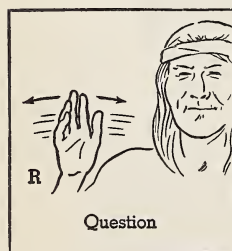


Go. Hold your right hand as the picture shows you. Then move your hand forward and upward.



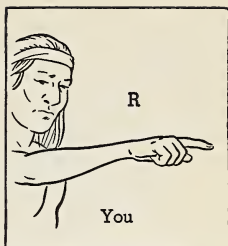
Home or house. Place your fingers as shown in the picture.

Sentences that ask questions begin with the question sign. If you wish to say, "Do you hear the bird?" you must make the signs for *question*, *you*, *hear*, and *bird*.

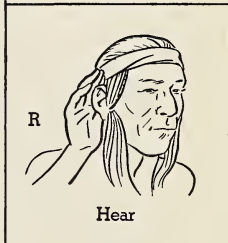


Question. Hold up your right hand. Turn it from side to side several times.

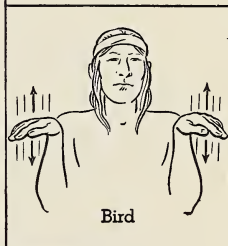
You. Point at the person you are talking to.



Hear. Hold your right hand behind your right ear.



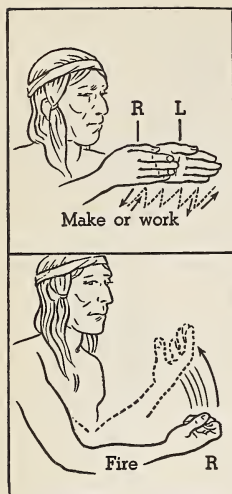
Bird. Put your hands in front of your shoulders. Flap your hands as if they were wings.



II. MORE SIGNS AND MORE SENTENCES

Look at the pictures of other signs on page 148. Read the directions for making them. Then see if you can give the sentences below in sign language.

1. You go home.
2. You make a fire.



Make or work. Place your hands as shown in the picture. Move your left hand up and your right hand down. Then move your left hand down and your right hand up. Do this fast, again and again. Finish with your right hand in front of your left one.

Fire. Hold your right hand as shown in the picture. Move your right hand up and open your fingers quickly. Do this two times.

Can you give these sentences in sign language ?

1. I go swimming.
2. Come home.
3. I am hungry.
4. Are you hungry ?
5. Come swimming with me.

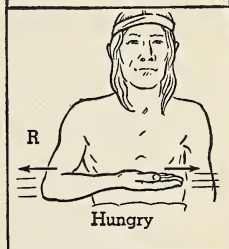
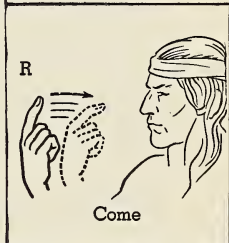
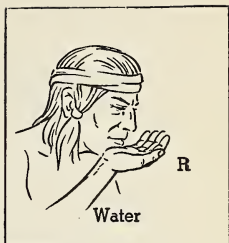
Water. Hold your hand as shown in the picture. Move your hand as if you were drinking from it.

Swimming. Make the sign for water. Then move first your right arm and then your left as if you were swimming.

Come. Hold your right hand as shown in the picture. Then pull your hand toward your face.

Hungry. Hold your right hand as shown in the picture. Move it from right to left as if cutting yourself in two.

Make up other sentences using the signs given in this lesson. See if your classmates can tell what you say.



Learning to Use the Index

If you want to find out whether or not there is something in this book about toads, you can look for a lesson about toads in the Contents. The Contents is at the front of the book.

But you can find out more quickly by looking for the word *Toads* in the Index. The Index is at the back of the book. Topics in the Index are arranged in alphabetical order.

On the opposite page are words taken from the Index of this book. See how quickly you can find the following words on this index page :

Toads

Bicycles

Airplanes

Indians

Do you see numbers beside each word on the index page ? These numbers tell the page or pages in the book on which there is something about the topic.

WORDS FROM AN INDEX PAGE

- | | |
|--------------------------------------|---|
| ABC's, 119-121 | Mail, 233-260 |
| Accidents, 103-105, 122-124, 189-191 | Months, 66-69 |
| Airplanes, 107-118 | Movies, 9, 27-28 |
| Alphabet, 119-121 | Parachute, 109, 114, 116 |
| Arithmetic problems, 228-231 | Pioneer farms, 209-222, 234-239, 246-247, 256-260 |
| Automobiles, 103-105 | Pioneer stores, 212, 241-243, 254 |
| Baby Boo, 9-29 | Pioneer trails, 234-236, 241, 244, 252, 255-257 |
| Bears, 56-64, 217-220, 222 | Pioneers, 209-225, 233-260 |
| Bicycles, 189-191, 197-207 | Polar bear cub, 56-64 |
| Biddy, 33-41 | Safety bicycle, 202-203 |
| Bone shaker, 199-200 | Seeing Eye dogs, 261-267 |
| Buffalo herds, 133-134 | Sign language, 144-149 |
| Butter, 182-183 | Smoke hole, 130 |
| Elephants, 9-29 | Test pilot, 107-118 |
| Eskimos, 56-65 | Tibet, 167-183 |
| Furs, 210-212, 222 | Toads, 88-97 |
| Index, 150-153 | Travois, 136-137 |
| Indians, 125-132, 133-143, 144-149 | Yak, 167-185 |
| Insects, 90-91 | |

Toads, 88-97 means that you can find something about toads on pages 88 to 97.

Airplanes, 107-118 means that you can find something about airplanes on pages 107 to 118.

Bicycles, 189-191, 197-207 means that you can find something about bicycles on pages 189 to 191 and on pages 197 to 207.

Indians, 125-132, 133-143, 144-149 means that you can find something about Indians on pages 125 to 132, on pages 133 to 143, and on pages 144 to 149.

Using the Index

1. Can you tell what each of these means ?

Baby Boo, 9-29 Tibet, 167-183

Insects, 90-91 Butter, 182-183

2. Here are four topics from the index page :

Alphabet Furs Bears Mail

Write these topics in a list on your paper.

On the index page, find the topics you have written. Beside each topic on your paper, write the number of the page or pages on which you can find something about it.

3. Now use the real Index at the back of this book. Write on your paper the topics given below. Find each of these topics in the Index. After each topic on your paper, write the number of the page or pages on which you can find something about it. *Do not write in this book.*

Jungle life

Yak

Tepees

Bone shaker

Parachute

Seeing Eye dogs

Pioneer stores

Smoke hole



Do You Trespass?

Mr. and Mrs. Smith lived in a neat little house on a corner just two blocks from a school. Their large lawn was well kept. Many beautiful flowers grew near the house and in the garden. Almost every day, children cut across the yard on their way to school. Soon an ugly path was worn in the lawn.

One morning Mrs. Smith saw two third-grade children racing across her lawn. Suddenly one of them stopped and picked a flower growing near the

path. Mrs. Smith called to the children, but they did not hear her, and ran on to school.

Then Mrs. Smith telephoned Miss Jackson, the principal of the school, and told her what had happened. She explained that her lawn and flowers, which she had worked so hard to make pretty, were being spoiled by the children who cut across her yard on their way to school.

Miss Jackson promised to talk to the children about it.

Later that morning when Miss Jackson went to the third-grade room, she told the boys and girls about the telephone call from Mrs. Smith.

She asked them if they knew what *trespassing* meant. She told them that such acts as cutting across lawns and playing in vacant houses or around buildings that are being built, are called trespassing. She also told them that

many people had telephoned about other children who had been trespassing.

"What do you think the third grade ought to do about these telephone calls that have been coming into my office?" asked Miss Jackson.

"We aren't the only ones who cut across the lawns," said Jane.

"We cut across lawns because the older children do," said Fred.



John spoke up, "Since the children in all the grades cut across lawns, I think that our whole school should decide what should be done."

"Yes," said Helen. "The Student Council should make rules for the whole school to follow."

The Student Council was made up of one child from each room in the school.

"John is our third-grade member on the Council. Let him tell the other members about the trespassing at the next meeting," said Joe.

"I think that is the right thing to do," said Miss Jackson. "I shall ask the Student Council to meet this afternoon."

The Student Council met that afternoon and talked about what could be done to keep the pupils of the school from trespassing. The children on the Council decided to ask each grade to do something to help.



The sixth grade made a map

The third grade tried to find out all the kinds of trespassing done by the children of their school. They found out that the children had been cutting across lawns, playing around garages and in vacant houses, and climbing into buildings which were being built. Some children had taken fruit from trees.

They made a list of all the kinds of trespassing they could find. This list was sent to all the other grades.

The sixth grade made a map of the blocks near the school, showing where children had been making paths across lawns. They also wrote notes to all the people who had been bothered, saying they were sorry for the damage and trouble caused by the children from the school. In these notes they also asked if they might put signs on the paths for a few days. These signs had only one word on them. That word was *Please*.



The fourth grade put up the signs on the paths across lawns near the school. They also put a poster in the front hall of the school building reminding the children to stay on the sidewalks.

The fifth grade wrote a story for the school page of the city paper. The story told what the children of the school had done to stop trespassing.

In a few weeks Mrs. Smith called Miss Jackson again. She thanked Miss Jack-



son for stopping the school children from cutting across her lawn.

“Thank you,” said Miss Jackson. “It wasn’t I who did it, but the children. I am glad that you have noticed the change.”

Understanding Facts and Putting Them to Work

There are two important things that you must do with any lesson. First, you must understand what are the important facts in the lesson.

Second, you must think about the facts. This means that you will put them to work.

The following questions will help you to find out whether or not you understand the important facts in this lesson.

1. What happened to Mrs. Smith's yard?

2. What does *trespassing* mean?

3. Was Mrs. Smith the first one to call the principal's office about the trespassing by children on their way to and from school?

4. What was the Student Council?

5. How did the Student Council plan to try to stop trespassing?

6. What kinds of trespassing did the third grade find that the children of their school had been doing?

7. What things did each grade do to try to stop trespassing?

8. Did anyone notice the difference in the way the children took care of other people's property?

The following questions are not answered in the lesson. Try to answer them because they will help you decide what to do about trespassing.

1. Do property owners have a right to keep people from cutting across their lawns?

2. What should be done to children who trespass?

3. Should parents have to pay for any damage done when their children trespass?

4. Should you like to own property near a school where children trespass?

How Well Do You Remember?

We soon forget things we have read unless we use them or try to remember them soon after we have read them.

This lesson will give you practice in remembering some of the things that you have read. Below are thirteen questions. The answers to the questions are on pages 165 and 166. Read each question and try to find the correct answer for it.

QUESTIONS

1. What shape is a tepee?
2. From what did Frank Buck make the feeding tube for the hungry little elephant?
3. Do toads cause warts on your hands?
4. Did white men ever use the Indian sign language?

5. Why did the Plains Indians live in tepees ?

6. What things did Kah-da bring home from his hunting trip ?

7. Why did the Indians in different parts of the country use different kinds of materials for their houses ?

8. Of what use are the eyelashes ?

9. On which side of a highway should people walk ?

10. What is meant by *trespassing* ?

11. How could the different Indian tribes understand each other when each tribe spoke a different language ?

12. How do tears help to protect the eyes ?

13. What are some of the enemies of the toad ?

ANSWERS

a. No.

b. People, geese, ducks, hawks, and snakes.

c. A cub, a musk ox, and a large bear.

d. Cone shape.

e. They used a sign language that everyone could understand.

f. Yes.

g. On the left side.

h. Doing such things as cutting across lawns, playing in vacant houses, or climbing around buildings that are being put up.

i. To keep dirt and dust out of the eyes.

j. Since they followed the buffalo herds, they needed a kind of house that could be moved easily.

k. By washing out anything that gets into them.

l. Because they built their houses of materials that they found near the place where they lived.

m. Bamboo.

Strange Treasure

Sifan's home was in Tibet, which is a faraway land in Asia. Mountains lie all around Tibet, and it is very, very high above the sea. It is a very dry country, and a very cold one during much of the year.

The people of Tibet raise a little grain, but most of them make a living by herding sheep and yaks. Often it is hard to find enough food for the animals, and the people themselves do not have a great deal to eat.

This story tells about an adventure that Sifan had with his little white pet yak, Yinka-tu. Yaks are strange, shaggy animals much like cows, but with humps on their shoulders. The people of Tibet keep yaks because they can live in the cold mountain pastures of that country.

I. TAKING THE HERDS TO PASTURE

The bright summer days had come. Now that Sifan had Yinka-tu, the little yak, for his pet, he drove his herds of sheep and goats high up on the mountainside.





Yinka-tu made a good playfellow

Yaks can live only in the cold, high lands. Sifan wanted his Yinka-tu to have the best of everything to make him grow big and strong.

Day by day Sifan found new pasture lands for his herds. It was hard work, for there was not much grass up high. He was very close to the snow line, where there was snow on the mountain even in the summertime. He had to move the herds often from one little bit of green grass to another.

But it was fun up here, too. The cool air made him feel fine. Then there were so many new things to see in these places where he had never been before.

Once he cut himself a willow whistle and sat on the edge of a stream below a very high rock. He discovered a wonderful echo. Whenever he played a tune on his whistle, an answering tune came back to him across the stream. Let him whoop,



or yell, or sing, and always answering sounds came rolling back to him.

Then there were caves and hollows to be explored. Some of these were only small holes in the side of the mountain. But others went back and back in a most wonderful way.

One cave had a smoky ceiling, showing that men once living there had built fires on its rocky floor. On the walls of this cave, Sifan found pictures scratched into the stone with soot rubbed into the lines to make them show.

More fun even than echoes or caves were the games that Sifan had with his own Yinka-tu. The lively little yak made a good playfellow. How the two of them raced and dodged! Sometimes they



played a kind of hide-and-seek. They ran around the big rocks, behind the small bushes, and in and out of caves.

II. TWO PRISONERS

One afternoon Sifan was racing with Yinka-tu, and was not looking at all where he was going. The first thing he knew, Yinka-tu was clear out of sight. In fact everything else in the world suddenly seemed to be clear out of sight, too. The earth was giving way under his feet. Down, down, he went.



Sifan had dropped through the thin covering of earth that lay above a cave. Now he lay at the bottom of a deep hole. He was battered and bruised. All around him earth walls went up and up. He could see a piece of sky above him. And he could also see the branch of a tree, high, high above him.

“Mother ! Father !” screamed Sifan. But of course it wasn’t any use. Nobody knew where he was.

How would anybody ever find him ? Would he stay down there till he starved to death ? Already his mouth felt dry. Or, suppose some wild animal came and got him ! He put his head down in his arms, and shut his eyes tight.

From far away up on the top side of the earth, all kinds of sounds he knew began to come down to Sifan. Now and again he could hear the tinkle of the old sheep’s bell. He heard the *baaa* of the goats.



Quite close came Yinka-tu's grunting call, *Baw-aw-aw!*

"Yinka-tu, Yinka-tu! Go home and tell my brothers where I am!" yelled Sifan.

But little Yinka-tu had no idea of going home. Once having heard his master's voice, the baby yak rushed to the hole. He stuck his funny, shaggy white head over the edge.

"No, no! Back, back!" screamed Sifan.

Little Yinka-tu had but one thought. That was to get as close as he could to that voice. He gave a sniff, a snort, and then, with a mighty leap he came jumping down. Stones and lumps of earth poured down with him. He landed in a cloud of dust right at Sifan's feet.

176





“Yinka-tu! Oh, now we are both prisoners!” cried the boy. But he hugged his pet close, glad to have his shaggy friend near him.

Yinka-tu stuck out his rough little tongue, and licked his master’s face. He rolled his eyes as if to say, “Ho, Master, what shall we do about it?”

Do about it! Well, Sifan knew he must do something. No use to sit down in the bottom of this deep dark hole without trying to do something. No use just to wait for a big gray wolf to drop down in the night and eat them both up. Right now he’d better be moving.

Just to have Yinka-tu, warm and loving, made him brave again. He must see what kind of place they were in. He must try to get them both out.

III. SIFAN FINDS A TREASURE

Getting stiffly to his feet, he began to walk around his prison. Then he found out something. Part of this cave showed that men had been there ! One side of it had stones set so that they made a shelf.

Upon this shelf were rows of dark things. They turned out to be goatskin bags packed tightly with something. Sifan felt a few of them. They were hard. He tried to lift one, but he could not move it. The bag was so heavy that it might have been packed with solid stone.

Each sack was tied with a leather string, but this was hard and stiff. It might have been iron for all that Sifan's fingers could do to loosen it.

Well, it did not matter what was in those bags. Right now the only thing Sifan wanted was to escape from the cave. How, how would he ever get out?

As he lifted his eyes, he saw something that excited him greatly. There, above the stone shelf — was that a doorway?

He quickly climbed up on top of the hard sacks, and felt with his hands along the wall. Yes, here was the shape of a doorway of stones. But instead of any door that opened in or out, it was filled with rocks.

Sifan worked hard trying to loosen at least one of these. Bruises and cuts were all he got. The person who had placed those goatskin bags here had carefully closed the doorway to his treasure.

Sifan's heart was as heavy as stone itself. He walked on with little Yinka-tu's nose against his hand.



IV. THE ESCAPE

It was a big cave. Steep sides here. Steep sides there. But, look! Where Yinka-tu had slid down, the edge of the great hole had broken away and made a sort of slope. Could he ever climb it?

“Ho, Yinka-tu. Steady! Now come along. Come!”

With a mighty effort, Sifan went speeding up the slope. But he lost his balance, and fell clear back to the bottom. Up he ran and made another try. This time he went huffing and puffing over the top.

He was back on the beautiful, open earth. Right beside him, with a pawing of wee hoofs, and a sniff and a snort, Yinka-tu came too.

As Sifan led his flocks home that evening, his knees felt a little wobbly. He felt as if he had been on a far, far journey. And he did have a strange adventure to tell about.

That very night Sifan's father and brother and uncle set out with lights to see what was in the goatskin bags.

They found a strange enough treasure — a treasure of buried butter that was all of fifty years old.

The people of Tibet love butter. The older it is, the better they like it. Bags



of it are buried in the ground and kept for sixty or even a hundred years. The bags are opened only on very important days.

Very likely this butter that Sifan had found had been buried by his grandfather, or maybe his great-grandfather. Anyway, it had been buried so long that nobody living had known of the secret hiding place.

But now, the ten fat sacks were drawn up out of the hole. What a feast his family and their friends of the village enjoyed !

And what a good time little Yinka-tu had ! He was the very special guest, and nibbled his share of the butter. For if the brave Yinka-tu had not jumped and made a path down into the cave, perhaps neither Sifan nor the butter might ever have got out of the cave again.

Alice Alison Lide

In What Order Did These Things Happen?

The fourteen sentences on page 185 tell about things that happened in the story "Strange Treasure." These sentences are not given in the same order that the things happened in the story. See whether or not you can tell the order in which the sentences should be arranged.

Read all the sentences. Choose the sentence that tells what happened first in the story. Write the number of this sentence on your paper. Is it sentence 3?

Then choose the sentence that tells what happened second. Write the number of this sentence. Is it sentence 5?

Write the numbers of the other sentences in the order that each thing happened in the story.

If you are not sure about the order of some of the sentences, turn to the story again.

1. The ten fat sacks were drawn up out of the hole.

2. Sifan and Yinka-tu ran a race.

3. Sifan drove his herds high up on the mountainside.

4. Sifan tried to loosen the stones in the doorway of the cave.

5. Sifan discovered a wonderful echo.

6. Yinka-tu stuck his head over the edge of the hole.

7. Sifan began to walk around his prison.

8. Yinka-tu jumped down into the hole.

9. Everyone enjoyed a fine feast.

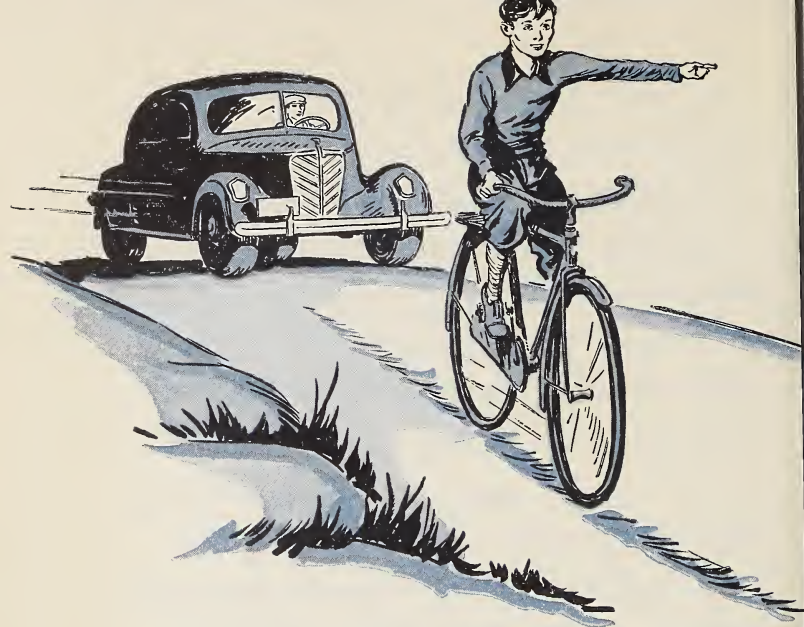
10. Yinka-tu got his share of the butter.

11. Sifan tried to untie the sacks.

12. Sifan fell into a deep hole.

13. Sifan and Yinka-tu escaped from the cave.

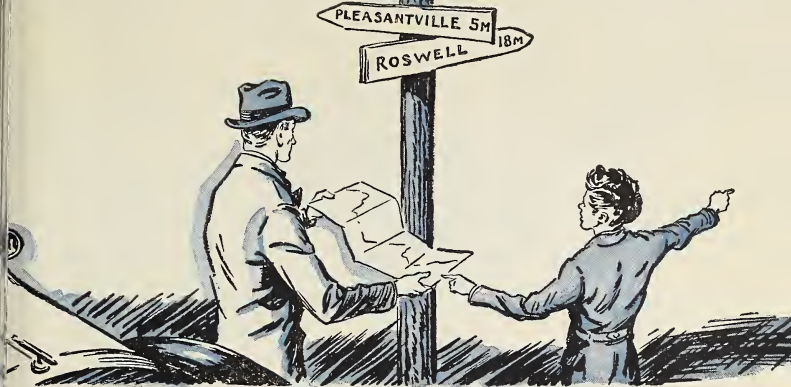
14. Sifan called his mother and father.



Learning to Use Right and Left

I. KNOWING RIGHT AND LEFT

There are good reasons why you should know the meaning of *right* and *left*. You cannot safely ride your bicycle, or even walk on the street, unless you know which is left and which is right. *Right* and *left* are words found in the traffic rules which you must follow:



You must understand the meaning of right and left to understand many descriptions and directions given in what you read. The descriptions under pictures in books, magazines, and newspapers sometimes tell you to look for things to the left or the right in the pictures.

You need to use these words also in talking. For example, you may need them to ask or tell another person how to go to a certain place.

The following exercise will show you whether or not you know how to use right and left.

How Well Do You Know Right and Left?

1. Hold up your left hand.
2. Hold up your right hand.
3. Point to the child who sits at your right. Point to the child who sits at your left.
4. Point to the left side of this page. Point to the right side.
5. Are the windows in your school-room on the left side of you or are they on the right side ?
6. If you faced in the opposite direction, would the windows still be on the same side of you ? Try it.
7. On which side of the road should you walk when you are in the country ? Why ?

The next part of this lesson will show how important it is that bicycle riders should know right and left. It will also help you learn how to make hand signals.



II. HOW TO MAKE HAND SIGNALS

John was riding his bicycle on First Avenue. In the picture above find John on his bicycle. Point to First Avenue.

He was on his way to the grocery store to get a loaf of bread for his mother. When he came to High Street, he turned left. But — John woke up in the City Hospital. He had not given the driver of the car behind him the signal to show he was going to turn left. John had been struck by the car.

Many accidents happen because bicycle riders do not know and use the correct hand signals. The following questions will help you to find out whether you know how to use these signals.

What is the correct hand signal to use when you are going to make a left turn ? Show the class.

What is the correct signal for a right turn ? Show the class.

What signal should you use when you are about to stop ?

Why should a bicycle rider watch the signals given by the drivers of automobiles ?

Should people who are walking know hand signals ? Why ?

Hand signals are not exactly the same everywhere. Be sure you know the signals used where you live.

Practicing the Signals

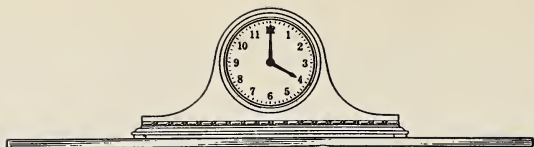
Choose someone to act out the following signals. Let the rest of the class decide whether or not the signals are given correctly.

1. Pretend that you are riding your bicycle on a busy street. You want to turn left. Show what signal you should use.

2. You want to turn right at the next corner. Show what signal should be given.

3. Pretend that you are riding your bicycle down the street. You have come to a stop sign. Show what hand signal you should use.

Try making up some exercises like these to act out. Be sure that each signal is made correctly. Ask your classmates to judge whether or not you know how to make hand signals.



Telling Time

Do you know how to tell time ?

If you do know, you should be able to answer the following questions. Use the clock in the picture to help you.

1. What does the long hand on the clock tell us ?

2. What does the short hand tell ?

3. How long will it take for the long hand to go from twelve to one ?

4. How long will it take for the short hand to go from four to five ?

5. How long does it take the long hand to go around the face of the clock ?

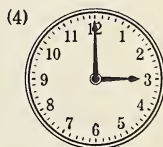
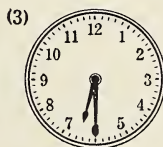
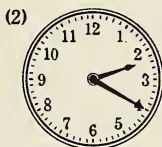
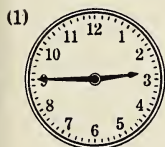
6. How long does it take the short hand ?

7. How many minutes are there in an hour ?

8. How many hours are in a day ?

9. How many times does the short hand go around the face of the clock in one day ?

10. A quarter after one is how many minutes after one ?



1. Clock 1 shows ---?--- minutes before ---?---

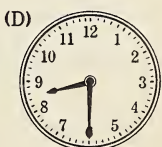
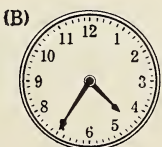
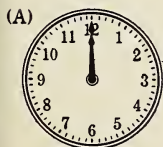
2. Clock 2 shows ---?--- minutes after ---?---

3. Clock 3 shows ---?--- past ---?---

4. Clock 4 shows ---?--- o'clock.

5. Which clocks show times when you are at school ?

Now tell what time is shown by each of the clocks below.



Telling Directions by the Sun

There are many reasons why you should be able to tell which directions are north, south, east, and west. You find these words very often in books that you read. People use these words when they tell you how to get from one place to another. You are not so likely to get lost when you walk in the woods if you know these directions.

You can easily learn to tell directions by the sun. The following paragraphs tell you how to do it :

Near noon, stand with the sun behind you. You are then facing north. The direction behind you is south. North and south are opposite directions.

When you face north your right hand is always toward the east. Your left hand is always toward the west. East and west are opposite directions.



In the early morning you can tell which direction is east by the rising sun. The sun is in the east all the morning.

In the late afternoon and early evening you can tell which direction is west by the setting sun. The sun is in the west all the afternoon.

There are other ways of telling directions. On a clear night the North Star shows you which way is north. Can you find the North Star? You can find it by first looking for the Big Dipper. Then follow the direction of the outer edge of the dipper. The North Star is the first star you see beyond it.

When the sun or the stars are hidden by clouds, you can use a compass. The needle of the compass points to the north.

Can You Tell Directions?

If you understand what you have read about directions, you should be able to do the following things :

1. Tell how, on a sunny day, you could find out which direction is north.

2. Face the north. In what direction is your right hand ? In what direction is your left hand ?

3. Point to the north ; to the south ; to the east ; to the west.

4. Point in the direction of the setting sun ; in the direction of the rising sun.

5. Face west. Face in the direction opposite west. Face north. Face in the direction opposite north.

6. Who sits in the first seat north of you ? Who sits in the first seat south of you ? Who sits in the first seat east of you ? west of you ?

7. On which side are the windows in this room ? On which side are the doors ?

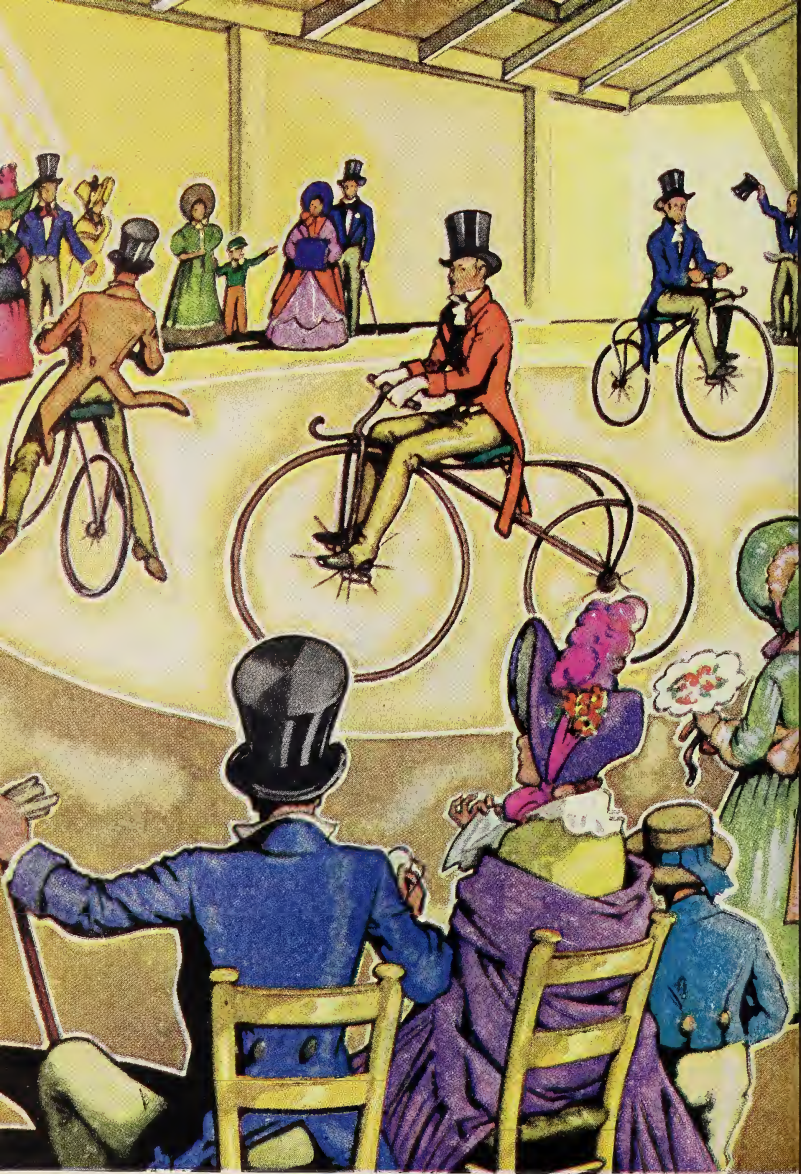


The Story of the Bicycle

I. THE HOBBYHORSE

This is a picture of the great-great-granddaddy of the bicycles we have today. Its two wooden wheels were fastened together by a heavy piece of wood called a perch. On this perch, between the wheels, was a seat for the rider. In front of the seat was a small cushion to lean against.

The rider made the machine go by putting his feet on the ground and pushing himself along. It went pretty well on level ground and in coasting down hill, but it was very hard to push up hill. People made fun of it. They called it the hobbyhorse.



Could you have ridden a bone shaker?

II. THE BONE SHAKER

After a few years, a man got the idea of putting pedals on one of the wheels of the hobbyhorse. These pedals were usually put on the front wheels. There were no gears or chains. The pedals turned the front wheel as they do on a child's tricycle.

The frame and the wheels were made of wood. The wheels had iron tires. The bicycle was very heavy, and shook the rider so badly that it was called a bone shaker.

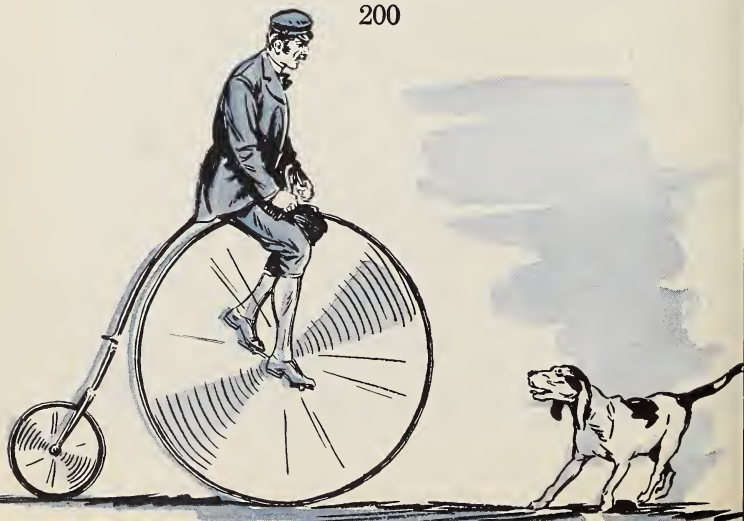
Although these bone shakers were uncomfortable to ride, at one time many of them were sold in the United States. They were thought much too dangerous for women or children to ride. Even men found it difficult to ride them and often took lessons at riding schools. There is a picture of a riding school on page 198.

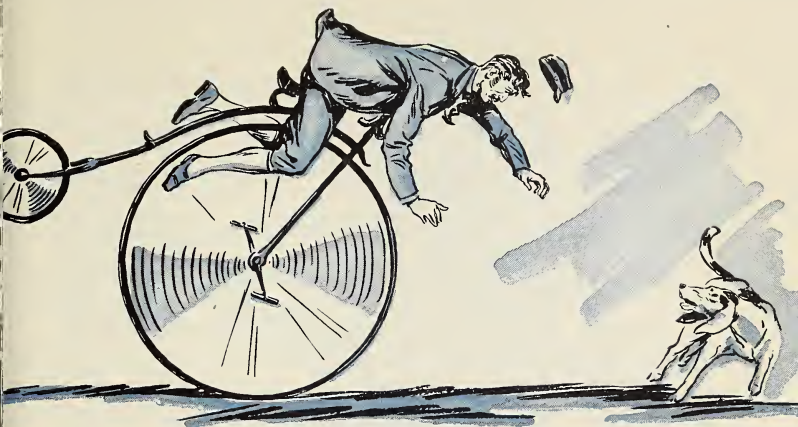
The roads of that time were not smooth as our pavements are now, but rough and bumpy. When a man rode one of these bicycles over rough roads, he easily understood why bone shaker was a good name for his bicycle.

III. THE HIGH-WHEEL BICYCLE

The picture at the bottom of this page shows the next kind of bicycle that was made. It had a large wheel in front and a small wheel behind.

200





The frame and the rim of the wheel were made of iron. The spokes of the wheel were made of steel wire. It had solid rubber tires.

The front wheel was very tall, and the back wheel very small. The rider sat above the front wheel.

This bicycle was very hard to ride. If the rider leaned too far forward, or if the bicycle hit a bump, the wheel was likely to tip over. This was called taking a header. The picture at the top of the page shows a rider taking a header.

It was also hard to keep from falling over sideways, especially in turning a corner. These bicycles were thought to be even more dangerous than the bone shaker for women and children to ride. Indeed, many men were afraid to ride them.

IV. THE TRICYCLE

Very large tricycles were built for women and for men who were afraid to ride the high-wheel bicycles. Some of these tricycles had two wheels in front and one wheel behind. Others had one wheel in front and two wheels behind. They really were much safer. They would not tip over sideways and there was no danger of taking a header.

V. THE SAFETY

The picture on the opposite page shows the next kind of bicycle that was



made. It looks very much like the bicycles we ride today. Since it was much safer to ride than the high-wheel bicycles, it was called the "safety." At first these bicycles had solid rubber tires, but before long they had tires with air in them, just as our bicycles have today.

The first safety bicycles did not have coaster brakes. When a rider wanted to coast, he put his feet up on foot rests at the side of the frame that held the front wheel.

VI. THE BICYCLE TODAY

Below we have the bicycle of today. It is light, comfortable, and easy to ride. It has a coaster brake. It may have two or even three gears. It may even have an electric headlight and taillight.

It is hard to see how these bicycles can be made much better. But who knows what bicycles will be like twenty years from now ?

204



Planning a Class Report

Do you ever take time at school to tell one another interesting things that you have seen or read about?

Interesting reports can be made about "The Story of the Bicycle." Choose the part that you like best. Then plan to make a report about it. In order to make an interesting report, you must know the facts well. These directions will help you prepare your report.

1. Read again the part of "The Story of the Bicycle" that you have chosen.

2. Find the title of this part of the story and the questions about it among those in the lists on pages 206 and 207.

3. Study the questions about your part of the story. They will show you whether or not you know the story well enough to make a class report.

4. If you cannot answer any of the questions, reread your part of the story.

Questions to Help You Prepare a Report

The Hobbyhorse

- a.* How was the hobbyhorse made ?
- b.* How did the rider make the hobbyhorse go ?
- c.* What did people think of it ?

The Bone Shaker

- a.* How was the bone shaker different from the hobbyhorse ?
- b.* What kind of wheels and tires did it have ?
- c.* How did this bicycle get its name ?
- d.* Who rode the bone shakers ?

The High-Wheel Bicycle

- a.* What kind of wheels did the high-wheel bicycle have ?
- b.* Where did the rider sit ?
- c.* Why was the high-wheel bicycle hard to ride ?
- d.* What was meant by taking a header ?

The Tricycle

- a. What was the reason for making tricycles ?
- b. How many wheels did the tricycle have ?
- c. Who rode on the tricycles ?

The Safety

- a. How did the safety bicycle get its name ?
- b. How was it different from the bone shaker ?
- c. Where did the rider put his feet when he wanted to coast ?

The Bicycle Today

- a. What does the bicycle today have that the first safety bicycle did not have ?
- b. Why is it easier to ride than the first safety bicycle ?
- c. Why is it easier to ride than the high-wheel bicycle ?



Around the log cabin there were only trees and wild animals

The Surprise

This is a true story taken from the book *Little House in the Big Woods*. This book tells about a family who lived more than sixty years ago in the big woods of Wisconsin. You can find Wisconsin on a map of the United States.

The people who first come into a new part of a country to make their homes are called *pioneers*. As you read this story, see what you can find out about how the pioneers of Wisconsin lived in the early days.

I. PA SELLS THE FURS

The little house in the big woods was a small log cabin. Around it there were only trees, trees, and wild animals. There were not any houses, or even any roads near it.

In this cabin, far in the woods, lived a little girl named Laura. In the family, besides herself, were her father and mother, whom she called Pa and Ma, her sister Mary, and the little baby, Carrie.



One day Pa said that spring was coming. Pa must go to town to trade the furs of the wild animals he had been trapping all winter. So one evening he made a big bundle of them. There were so many furs that when they were packed tightly and tied together they made a bundle almost as big as Pa.



Very early one morning Pa strapped the bundle of furs on his shoulders and started to walk to town. There were so many furs to carry that he could not take his gun.

Ma was worried, but Pa said that by starting before the sun was up and walking fast all day he could get home again before dark.

The nearest town was far away. Laura and Mary had never seen a town. They had never seen a store. They had never seen even two houses standing together. But they knew that in a town there were many houses and a store full of candy and calico and other wonderful things — powder, and shot, and salt, and store sugar.

They knew that Pa would trade his furs to the storekeeper for beautiful things from town, and all day they talked about the presents he would bring them. When the sun sank low above the treetops and no more drops fell from the tips of the icicles, they began to watch for Pa.



The sun sank out of sight, the woods grew dark, and he did not come. Ma started supper and set the table, but he did not come. It was time to do the chores, and still he had not come.

II. HELPING WITH THE MILKING

Ma said that Laura might come with her while she milked the cow. Laura could carry the lantern.

So Laura put on her coat, and Ma buttoned it up. And Laura put her hands into her red mittens that hung by a red-yarn string around her neck, while Ma lighted the candle in the lantern.



Laura was proud to be helping Ma with the milking, and she carried the lantern very carefully. Its sides were of tin, with places cut in them for the candle-light to shine through.

When Laura walked behind Ma on the path to the barn, the little bits of candle-light from the lantern leaped all around her on the snow. The night was not yet quite dark. The woods were dark, but there was a gray light on the snowy



path, and in the sky there were a few faint stars. The stars did not look as warm and bright as the little lights that came from the lantern.

Laura was surprised to see the dark shape of Sukey, the brown cow, standing at the barnyard gate. Ma was surprised, too.

It was too early in the spring for Sukey to be let out in the big woods to eat grass. She lived in the barn. But some-





times on warm days Pa left the door of her stall open so she could come into the barnyard. Now Ma and Laura saw her behind the bars, waiting for them.

Ma went up to the gate and pushed against it to open it. But it did not open

very far, because there was Sukey, standing against it. Ma said, "Sukey, get over!" She reached across the gate and slapped Sukey's shoulder.

Just then one of the dancing little bits of light from the lantern jumped between the bars of the gate, and Laura saw long, shaggy, black fur, and two little, shining eyes.

Sukey had thin, short, brown fur. Sukey had large, gentle eyes.

Ma said, "Laura, walk back to the house."

So Laura turned around and began to walk toward the house. Ma came behind her. When they had gone part way, Ma picked her up, lantern and all, and ran. Ma ran with her into the house and slammed the door.

Then Laura said, "Ma, was it a bear?"

"Yes, Laura," Ma said. "It was a bear."



Then Laura said, "Ma, was it a bear?"



SPERRY

Laura began to cry. She hung on to Ma and cried, " Oh, will he eat Sukey ? "

" No," Ma said, hugging her. " Sukey is safe in the barn. Think, Laura — all those big, heavy logs in the barn walls. And the door is strong, made to keep bears out. No, the bear cannot get in and eat Sukey."

Laura felt better then. " But he could have hurt us, couldn't he ? " she asked.

" He didn't hurt us," Ma said. " You were a good girl, Laura, to do exactly as I told you, and to do it quickly, without asking why."

Ma was trembling, and she began to laugh a little. " To think," she said, " I've slapped a bear ! "

Then she put supper on the table for Laura and Mary. Pa had not come yet. He didn't come. Laura and Mary were undressed, and they said their prayers and snuggled into the trundle bed.

III. PA COMES HOME

Ma sat by the lamp, mending one of Pa's shirts. The house seemed cold and still and strange without Pa. Laura listened to the wind in the big woods. All around the house the wind went crying as though it were lost in the dark and the cold. The wind sounded frightened.

Ma was sitting up late, waiting for Pa, and Laura and Mary meant to stay awake, too, till he came. But at last they went to sleep.



In the morning Pa was there. He had brought candy for Laura and Mary, and two pieces of pretty calico to make them each a dress. Mary's was a light-blue pattern on a white ground, and Laura's was dark red with little golden-brown dots on it. Ma had calico for a dress, too ; it was brown, with a big feathery white pattern all over it.

They were all happy because Pa had got such good prices for his furs that he could buy them such beautiful presents.

The tracks of the big bear were all around the barn, and there were marks of his claws on the walls. But Sukey and the horses were safe inside.

All that day the sun shone, the snow melted, and little streams of water ran from the icicles. Before the sun set that night, the bear tracks were only shapeless marks in the wet, soft snow.

Laura Ingalls Wilder

Getting Facts from a Story

This story tells you about life in pioneer days. See if you can answer the following questions. The story tells some facts that will help to answer each of the questions.

Find the sentence that proves your answer is right. You may need to find two or three sentences in answer to some questions.

1. What was one kind of work which the pioneers did in the winter ?

2. Why was it dangerous to travel without a gun in pioneer days ?

3. Did the pioneers usually live close together ?

4. What were some of the things you could buy in a pioneer store ?

5. What did the pioneers sometimes use in place of money ?

6. What kinds of lights did the pioneers have ?

7. Did the pioneers have any farm animals ?

8. What was one kind of cloth the pioneers used in making dresses ?

9. From what kind of material did the pioneers make their barns ?

10. Where did the pioneers keep their cows in winter ?

11. Where did they let the cows go later in the spring ?

12. Did the pioneer mother have much work to do ?

Reading More about Pioneers

Did you like this story about the pioneers ? Should you like to read more about them ? Here are some books about pioneers.

1. *When Grandfather Was a Boy*, by Carolyn S. Bailey.

2. *Stories of Early Times in the Great West*, by Florence Bass.

3. *Stories of Pioneer Life*, by Florence Bass.

4. *Hickory Goody*, by Ada C. Darby.

5. *Log Cabin Family*, by Madeline Darrough Horn.

6. *Smiling Hill Farm*, by Miriam Mason.

7. *Letters of Polly, the Pioneer*, Letters Written to a Younger Brother and Sister Back East, by Stella H. Nida.

8. *The Treasure in the Little Trunk*, by Helen F. Orton.

9. *Early Candlelight Stories*, by Stella C. Shetter.

10. *Little House in the Big Woods*, by Laura Ingalls Wilder.

11. *Little House on the Prairie*, by Laura Ingalls Wilder.

If you cannot find any of these books in your school, you may find them at the public library.

New Words You Have Learned

This is a test to see how well you understand some of the new words that have been used in the lessons in this book.

Below there are thirteen words and thirteen meanings. Try to match each word with the correct meaning.

WORDS

- | | | |
|-------------|-------------|--------------|
| 1. travois | 6. nuisance | 11. injure |
| 2. leash | 7. bamboo | 12. trespass |
| 3. pioneers | 8. adobe | 13. stubby |
| 4. protect | 9. tadpole | |
| 5. calico | 10. tepee | |

MEANINGS

- a.* To harm or to hurt.
- b.* A cotton cloth printed with colored patterns.
- c.* A strap or a rope for holding an animal.
- d.* A very young frog or toad.

e. A tall, treelike plant with stiff, hollow stems which have solid joints.

f. To keep from harm or danger.

g. An Indian house made of buffalo skins stretched over long poles.

h. A kind of mud brick.

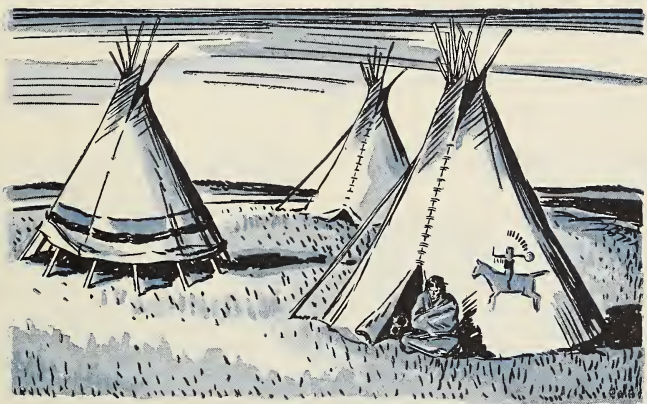
i. To go on somebody's property without permission.

j. A frame of poles on which the Indians carried things.

k. People who first come to live in a new part of a country.

l. Short and thick.

m. A person or thing that annoys or causes trouble.



Learning to Read Arithmetic Problems

Many children cannot do their arithmetic problems because they cannot read them very well. This lesson will help you to read your arithmetic problems better.

You are not to work the problems. Just read them and answer the questions given below each.

1. The Smith family went on a motor trip. The first day they traveled 150 miles, the second day 205 miles, and the third day 260 miles. How far did they travel in three days ?

228



a. Does the problem tell you how many days they traveled ? How many days did they travel ?

b. Does the problem tell you how far they traveled each day ? How far did they travel each day ?

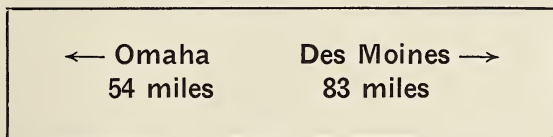
c. Did they travel the same number of miles each day ?

d. What are you asked to find ?

e. How will you find the number of miles traveled ?

f. Will the number of miles traveled in all be about 300 miles, or about 600 miles, or about 900 miles ?

2. On the fourth day they came to a crossroad with this sign :



Which city was farther away, Omaha or Des Moines ? How much farther away was Des Moines than Omaha ?

a. Which number tells how many miles it was to Des Moines ?

b. Which number tells how many miles it was to Omaha ?

c. Which is the larger number ?

d. How do you find out how much larger one number is than another ?

e. Then what should you do to find out how much farther it was to Des Moines than to Omaha ?

3. One warm day they stopped at a roadside stand to buy some ice-cream cones. They bought three cones at a nickel each. Mr. Smith gave the clerk a quarter. How much change should the clerk give him ?

a. How much did each cone cost ?



b. How many cones did they buy ?

c. How will you find out what the three ice-cream cones cost ?

d. How much money did Mr. Smith give the clerk ?

e. What are you to find ?

f. How will you find how much change the clerk gave Mr. Smith ?

4. Joe kept an expense account for the trip. This is what he had in his book at the end of one day : gasoline, \$2.27 ; oil, \$.30 ; ice-cream cones, \$.15 ; post cards and stamps, \$.07 ; and food, \$2.75. How much did the family spend that day ?

a. What are you asked to find ?

b. How will you find the total expenses ?

c. What things did the family spend money for on this day ?

d. How much did each thing cost ?

e. What things must always be remembered when you add dollars and cents ?



The Letter

This is a true story about a letter written more than eighty years ago. It tells what a hard time a pioneer boy had in getting a letter for his mother.

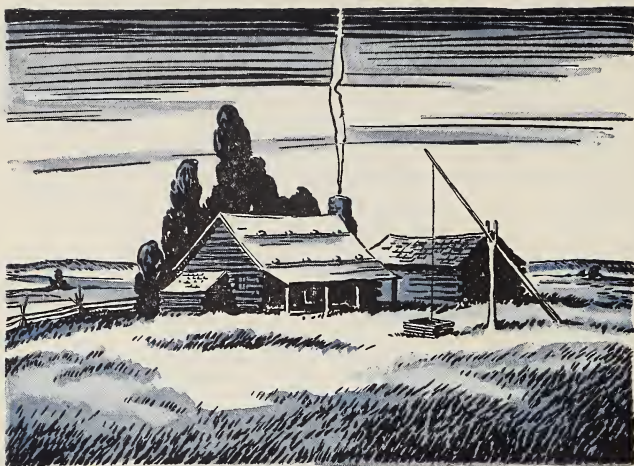
I. THE POSTMAN COMES

"I see the postman coming! I see the postman coming!" called Jimmie to his mother.

Sure enough, there was the postman coming up the walk with a bunch of letters in his hand. Jimmie ran down the walk to get them. He handed them to Mother, who was waiting on the porch.

When she had finished reading her mail, Mother said: "Should you like to hear a story about the hard time my grandfather had in getting a letter for his mother? My grandfather was your great-grandfather, you know."

"Oh, yes," said Jimmie. He always liked to hear stories about Mother's



grandfather. He was the man with the long beard and the funny collar and tie in the picture in Mother's bedroom.

This is the story that Mother told.

II. A LETTER TEN MILES AWAY

Grandfather's name was Joe. This story happened in the year 1856, when Joe was about fourteen years old.

Joe lived on a farm about ten miles from a little town in the state of Illinois. No paved highway, not even a dirt road,



went from his house to the town. Only a narrow trail ran across the prairie. This trail was used so little that in places it was hard to find. Once in a great while someone in Joe's family went to town, but only to buy what was needed on the farm. There were very few neighbors, and they did not travel any more than Joe's family. Now and then the trail was used by families who passed by in prairie schooners on their way to new homes farther west.

When it rained, the low spots in the trail became muddier and muddier. When it had rained for a long time, the mud was so deep that the horses could not pull a wagon through it. Only oxen were strong enough for such hard work.

That spring it had rained a great deal. The rain was good for the crops and the garden, but it made the low places in the trail very muddy.

Joe had already stopped going to school for the year. He was needed at home to help his father and brothers with the work. There were the fields to be plowed, the crops and a big garden to be planted, and the cattle to be fed. There was much to be done in spring.

One evening, as Joe was feeding the cattle in the barnyard, a neighbor boy on horseback passed the house. He called to Joe, "There's a letter for your mother in town!"



One evening
a neighbor boy on horseback
passed the house

"Thank you," answered Joe, wondering why the neighbor boy had not brought the letter with him.

Joe ran to the house calling, "Mother, Mother, there's a letter for you in town."

"Maybe it's from your Aunt Mary," said Mother. "I should like to know how she is getting along." There had not been a letter from her for six months.

Joe's father wondered about the letter, too. So did Joe, and so did all the family. Joe hoped the letter was from Aunt Mary and that it would tell what his cousin was doing. The cousin was just Joe's age.

"I guess we'd better have that letter! And, Joe, I guess you are the only one who can go to town to get it!" Father said.

Joe's older brothers and the oxen were busy plowing for the neighbors. Mother needed Joe's big sister to help her. Two of his younger sisters and a younger

brother were still in school. Of course neither the baby nor the three-year-old twins could go !

“ Do you want me to ride Susie ? ” Joe asked his father. Susie was Joe’s pony.

“ Yes, ride Susie. She can go to town more quickly than the other horses when the trail is muddy, ” Father said.

Can You Answer?

If you understood Part I and Part II of this story, you should be able to answer the following questions.

1. Did Jimmie have to work hard to get his mother’s letter for her ?
2. Whom is Mother’s story about ?
3. When and where did it happen ?
4. Why was it hard for Joe or his family to go to town ?
5. Why did Joe not go to school in the spring ?



6. How did Joe know that there was a letter in town for his mother ?

7. Why was Joe chosen to go for the letter ?

III. JOE AND SUSIE GO AFTER THE LETTER

Joe was up very early the next morning. He wanted to get started by four o'clock at least. But his mother was up earlier and had a big breakfast waiting for him.



Going to town was fun after the busy days on the farm. Joe and Susie set off in fine spirits.

When the trail was on high ground, they could travel easily over the thick prairie grass. But when it ran through low ground, Susie's feet went *plop, plop, plop*, in and out of the deep mud.

At last they reached the post office. It was not a building by itself. It was only a big box with shelves in it that

stood in one corner of the only store in the little town.

The storekeeper was the postmaster. He took care of the mail and handed out the few letters that came. But he spent most of his time selling groceries, thread, calico, tools, salt for the cattle, and many other things.

After Joe had tied Susie to the hitching post, he ran into the store.

"I hear there's a letter for my mother!" he said to the storekeeper.

"So there is, but it has no stamp on it," answered the storekeeper. Then he held out the letter. There was no stamp on it!

"May I take it home and bring the money the next time I come to town?" asked Joe.

The storekeeper shook his head. "Sorry, but I can't let you do that," he said.



Joe stood first on one foot and then on the other. He hoped the storekeeper would say, "I'll lend you the money."

But the storekeeper did not say it. He really was not a stingy man. He had very little money himself. If he lent Joe money, he would have to lend it to everybody.

Slowly Joe turned and walked out of the store. "How disappointed Mother will be when I come home without her letter!" he thought.

As Joe untied Susie, he felt very unhappy, but there was nothing to do but climb up on the pony's back and start home again.

The ten-mile ride home would not have seemed so long to Joe if he had had his mother's letter in his pocket. The prairie before him looked so big, so flat! The trail, winding in and out across it, looked long and muddy. *Plop, plop! plop, plop!* again and again, went Susie's feet through the muddy places.

Joe sang the capitals of the states to keep from feeling unhappy.

"State of Maine, Augusta
On the Kennebec River;
State of Maine, Augusta
On the Kennebec River."

He knew them all until he came to the capital of Florida. He sang the states and capitals over six times, but still he could not remember the capital of Florida.

Then he sang the multiplication tables. Joe was good at figures. He sang the fives without making a mistake.

“Five times one are five,
Five times two are ten,
Five times three are fifteen,”

and so on to the end of the table. Then he sang the other tables.

“I know my multiplication tables, anyway,” said Joe to himself.



Can You Tell?

1. Why did Joe start to town so early in the morning ?

2. Why could Susie travel more easily on high ground ?

3. What was the post office like ?

4. Why did the storekeeper not give Joe the letter ?

5. Why did the storekeeper not lend Joe the money for the stamp ?

6. What did Joe have to do if he wanted the letter ?

7. How did Joe keep from feeling unhappy on the way home ?

IV. MONEY FOR THE STAMP

Joe's mother saw him and Susie coming down the trail. She ran to meet them.

"No letter, Mother," said Joe.

"What! No letter? Wasn't there one?"

"There was one," said Joe, "but it

didn't have a stamp on it. I must take back the money to buy a stamp before the storekeeper will let me have your letter."

There was no money in the house, not even enough to pay for a stamp. But Joe's mother knew what to do. It was what she always did when she needed a little money. She took the big, copper coffeepot off the back of the stove and went out to the barn.

Her hen Yippie had just cackled. Joe's mother went straight to Yippie's nest. There she found a warm, fresh white egg. She put it into the copper coffeepot.

Then she looked into all the nests. Soon the big coffeepot was full of eggs. The storekeeper was always glad to buy eggs from Joe's mother. They were always fresh, clean, and white.

Joe waited quietly while his mother found the eggs. He knew the second ride





Mother knew just what to do

to town would be harder than the first one. He was tired, and Susie was tired. This time he must hold a big, copper coffeepot full of eggs in front of him, while Susie went *plop, plop*, up and down in the deep mud.

He must not let the coffeepot fall and break the eggs. If he did, he would have to go back home, and the next time Mother might not find more eggs. And if Joe had anything to do about it, his mother was going to have her letter that very day.

Soon Joe was ready to start once more. As he turned Susie toward town for the second time, Joe called to his mother, "What's the capital of Florida, Mother?"

"Tallahassee," answered Mother.

"Tallahassee," said Joe. "No wonder I couldn't remember it! Such a long word!"

Joe sang the states and their capitals several times to be sure that he now knew the capital of Florida.

Then he sang his favorite song, " Billy Boy."

" Can she bake a cherry pie,
Billy Boy, Billy Boy ?
Can she bake a cherry pie,
charming Billy ?
She can bake a cherry pie
Quick's a cat can wink her eye.
She's a young thing and cannot
leave her mother."

251





Joe's voice sounded strange on the big prairie, but singing helped him keep up his spirits.

Once Susie stepped into a deep mud-hole. The coffeepot tipped, but Joe placed his hand quickly on the lid and put the coffeepot back into place.



"Susie, don't do that again," said Joe, although he knew very well that Susie could not help it.

Joe had no saddle. He sat on a piece of blanket. "A saddle would help a lot to keep this coffeepot where it belongs," he thought.



At last Joe and Susie reached the store.
“Didn’t think you’d come back today,”
said the storekeeper.

“Mother must have her letter,” answered Joe.

The storekeeper counted the eggs and paid for them. Joe bought the stamp and got his letter. He put it carefully into the pocket of his trousers. He did not want to lose Mother’s letter.

Do You Know the Answers?

1. Do you think that Joe's mother was disappointed when he did not bring back the letter ?

2. What did she do so that Joe could get money to pay for the stamp ?

3. Why did Joe have to be careful on his trip back to town ?

4. How did Joe pay for the letter ?

V. MOTHER GETS HER LETTER

Then Joe and Susie started home again. Both of them were very tired. It would be late at night before they reached home.

There would be another ten miles of Susie's *plop, plop*, through the muddy places in the trail. Joe thought: "Ten miles to town. Ten miles home again. Ten miles to town, ten miles home again, and the last ten are the hardest miles of all." Now Joe was too tired to sing.

Soon the sun went down. Then it was dark. Joe could not see, but Susie could. Susie never lost her way. No matter how dark the night, she could find the way home.

Susie's *plop, plops* had become slower and slower. After a long, long time Joe saw a light shining from the window of

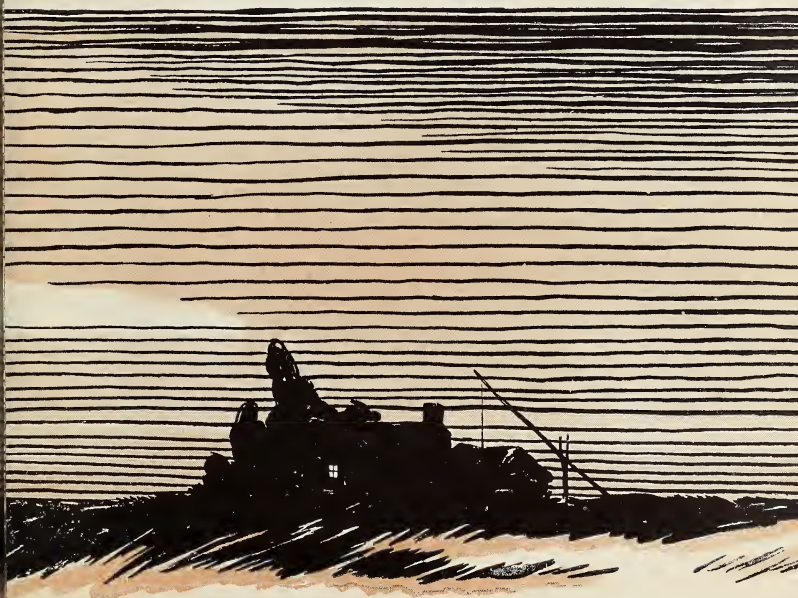


his house. His mother always put a lighted candle in the window when any one of the family was out after dark. He knew he was almost home.

"Hurrah! Susie, there's the candle. We'll soon be home," said Joe.

Susie began to trot. Then Joe was sure that Susie saw the lighted candle, too.

At last Joe was at home with Mother's letter in his pocket.



Mother ran out to get it.

But before Joe went into the house, he must take care of Susie. He lighted the lantern hanging in the barn. He made a bed of fresh straw for Susie. He fed her an extra ear of corn. He rubbed the mud off her legs. She had been such a helpful Susie !

" Bet we're stiff tomorrow, Susie," said Joe. Susie answered by rubbing her nose against Joe's arm.

Then he went into the house, where his mother had a warm supper waiting.

Mother read the letter to all the family. It was written on one side of a sheet of paper, then folded so that the outside looked like an envelope. It was from Aunt Mary in New York, and it had been on its way for many days. All the family there were well and happy ; at least they were when Aunt Mary had written the letter.



"Bet we're stiff tomorrow, Susie," said Joe

The best news for Joe came at the very end. Aunt Mary asked Mother to let Joe come to New York to visit his cousin. Joe didn't feel so tired any more. The trip would be something very nice to think about all during the busy spring and summer days.

Madeline Darrough Horn

How Well Did You Read?

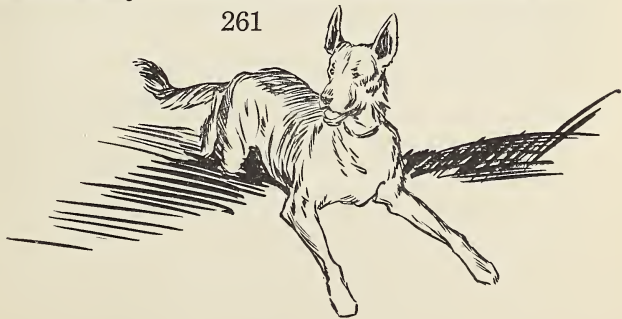
1. Why were the last ten miles the hardest miles ?
2. How far had Joe gone when at last he handed the letter to his mother ?
3. What kept Joe from losing his way ?
4. How did he know when he was near home ?
5. What did he do before he ate his supper ?
6. How was Aunt Mary's letter written and folded ?
7. What did the letter say ?

The Seeing Eye Dogs

You have already learned how you can train your own dog to be a happy and useful friend. This lesson tells about dogs that are taught to do a very special kind of work. They go to school in a town in New Jersey. They are called Seeing Eye dogs because they learn to lead their blind masters.

Most of the dogs that go to this school are German shepherd dogs. Perhaps you call them police dogs. They are chosen for this work because they are intelligent, easily taught, and large enough to guide anyone who is blind.

A puppy that will later go to this school usually comes from the home of a



family that understands dogs. There he learns to be a happy and obedient member of the family.

When he is about fourteen months old, he is full grown. Then he goes to school. He is carefully trained by teachers for about three months.

A Seeing Eye dog learns many lessons while he is being trained. He learns to obey commands spoken to him. He learns what he is to do when his teachers say, "Forward!" "Lie down!" and "Fetch!"

He also learns to lead his teacher even when the teacher is blindfolded. The dog must learn to lead his teacher over car tracks, up and down steps, and around corners. He must always lead him where he will not be hit by low awnings, branches of trees, or other things. He must learn to do all these things before he can be helpful to a blind master.

One of the most important lessons for a Seeing Eye dog to learn is how to think for himself. He must learn to think for himself so that he can protect his teacher and, later, his blind master. When his teacher gives the command "Forward!" the dog must be sure that it is safe to go.

Here is the story of two dogs. One had learned to think for himself, and one had not. A blindfolded teacher went with each dog. A third teacher, who was not blindfolded, went along to see that no harm came to those who were blindfolded.

The dogs were to take the teachers two blocks down the street and back. They had taken the blindfolded teachers down the two blocks and about halfway back. They came to the last street crossing.

In the middle of the street there was a hole leading to a tunnel under the street. In the few minutes since the dogs and



teachers had passed this place, some workmen had taken the cover off this hole. They had not had time to put anything around the hole to keep people from falling into it.

The blindfolded teachers had crossed the street safely a short time before. They stopped at the curb and listened for cars. When they heard no cars, they thought that it was safe to cross. They gave the command "Forward !"

One dog saw the open hole and stopped. He put himself between his teacher and the open hole. Then he led his teacher around it. This dog had learned to think for himself.

When the other dog saw the open hole, he stopped too. Then he jumped lightly over the hole, dragging the blindfolded teacher toward it. The man would have fallen into the hole if the teacher who was not blindfolded had not pulled him away. This dog had not learned to think for himself.

After a dog has been in school for three months, the blind person who is to own him comes to the school. For a month the blind master and the dog work together.

For the first two days the master learns to care for his dog. He feeds him twice a day, and brushes his coat to keep it clean. If German shepherd dogs are brushed every day, they do not need to have many baths.

The blind master praises his dog for everything he does well. The dog works better if he is praised.

A Seeing Eye dog cannot do all the thinking for his blind master. The master must know where he is going and how to get there. Then he can command the dog to go wherever he wishes.

The dog must care for his blind master just as he cared for his blindfolded teacher. He must see that the way is clear at street crossings. Sometimes the master does not hear a car coming. Then the dog must wait for it to pass before he leads his master across the street. He must lead his master around anything dangerous. He must always lead his master over the smoothest path.

All the time that the master and his dog are working together at the school, the teachers are helping them. The teachers try to give each blind master a dog that he likes.

Often strangers notice a Seeing Eye dog at work and want to stop and pet

him. This is not wise. Only the blind master should pet or praise his dog. The dog must be a "one-man dog" and give all his attention to his master, who needs him. Only when the master keeps his dog well trained is the dog most useful to him.

Can You Choose Important Ideas?

This story about the Seeing Eye dogs would be a good one to tell to someone else. Before you try to tell the story, choose at least five main things that the story talks about.

The first one might be "Why there is a school for Seeing Eye dogs."

Be sure you can tell something interesting about each of the main ideas you choose.

Now you are ready to practice telling the story. When you are sure that you can tell it well, tell it to someone else.

Using the Contents

Use the Contents to find the answers to these questions :

1. Which lessons in this book are about animals ?

2. Which lessons are about Indians ?

3. Which lesson helps you with your arithmetic ?

4. Which lesson tells you something about how to take care of your eyes ?

5. Which lessons tell you about safety ?

6. Which lessons tell you how to locate material in books ?

7. Which lesson tells why toads are our friends ?

8. Which lesson helps you to review the ABC's ?

9. Which lesson tells about early bicycles ?

10. Which lesson in this book do you like best ?

Index

- ABC's, 119-121
Accidents, 103-105, 122-124, 189-191
Airplanes, 107-118
Alphabet, 119-121
Arithmetic problems, 228-231
Automobiles, 103-105

Baby Boo, 9-29
Bears, 56-64, 217-220, 222
Bicycles, 189-191, 197-207
Biddy, 33-41
Bone shaker, 199-200
Buffalo herds, 133-134
Butter, 182-183

Candy Man, 70-87
Cave, 171-183
China, 70-86
Class reports, 205-207
Contents, 54-55, 268

Directions, 194-196
Dogs, 42-53, 57-59, 122-124, 137, 261-267

Elephants, 9-29
Eskimos, 56-65
Eyes, 98-102

Furs, 210-212, 222

Greenland, 56-64

Hand signals, 189-191
Heeling, 52
Hen, 33-41
Herding, 167-170
High-wheel bicycle, 200-202
Hobbyhorse, 197

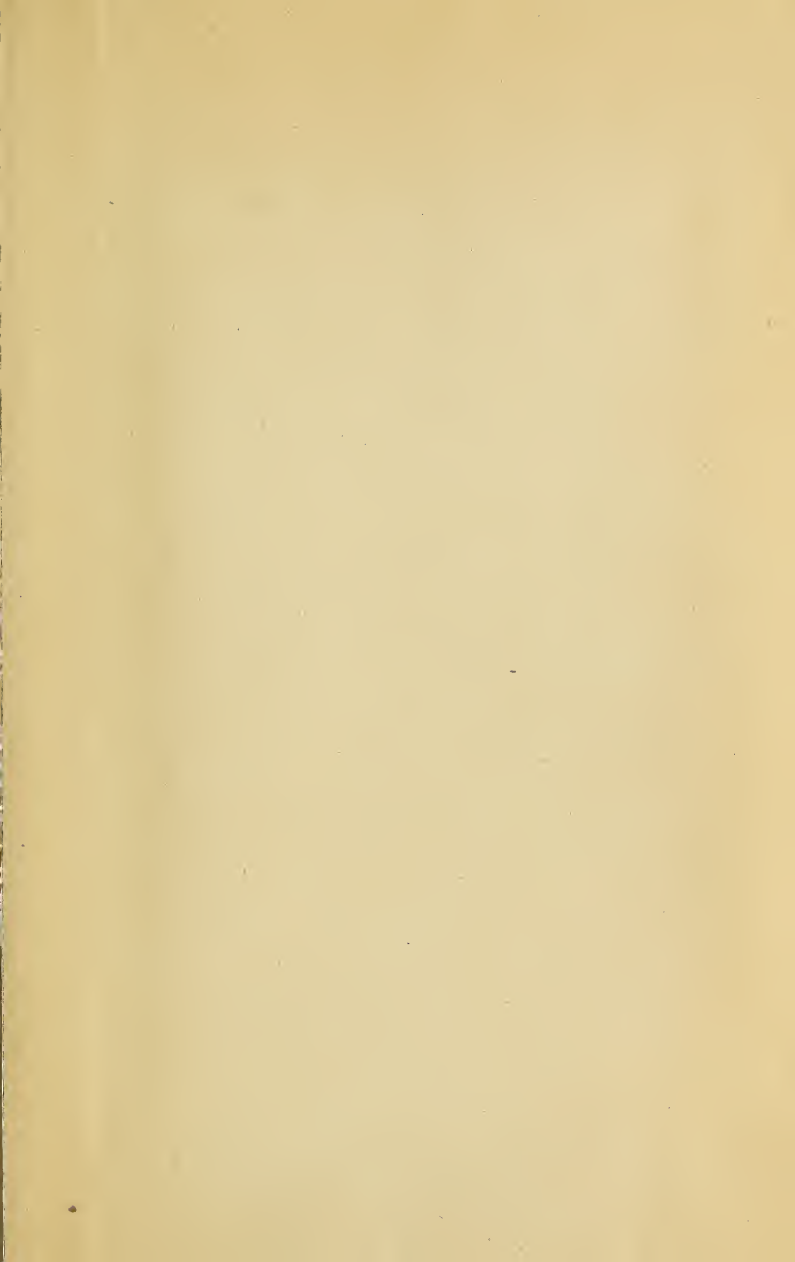
Illinois, 234
Index, 150-153
Indians, 125-132, 133-143, 144-149
Insects, 90-91

Jungle life, 9-26

Kah-da, 56-64

Left and right, 186-188
Letter, 233-260

- Locating material, 54-
55, 150-153, 268
- Mail, 233-260
- Months, 66-69
- Movies, 9, 27-28
- New Jersey, 261
- North Star, 195
- Nosebleed, 30-32
- Parachute, 109, 114, 116
- Pioneer farms, 209-222,
234-239, 246-247, 256-
260
- Pioneer stores, 212, 241-
243, 254
- Pioneer trails, 234-236,
241, 244, 252, 255-257
- Pioneers, 209-225, 233-
260
- Polar bear cub, 56-64
- Post office, 241-242
- Prairie, 235, 241, 244,
252
- Remembering, 32, 53,
65, 66-69, 164-166,
226-227
- Right and left, 186-188
- Safety, 103-105, 189-
191
- Safety bicycle, 202-203
- Seeing Eye dogs, 261-
267
- Sign language, 144-149
- Smoke hole, 130
- Stamp, 242-243, 254
- Sun, 194-196
- Tadpoles, 94
- Telling directions, 194-
196
- Telling time, 192-193
- Tepees, 125-132, 133,
135-137, 140
- Test pilot, 107-118
- Tibet, 167-183
- Toads, 88-97
- Travois, 136-137
- Trespassing, 154-163
- Tricycle, 202
- Warts, 88, 90
- Wisconsin, 209
- Yak, 167-185



Date Due

Mar 16/25

NOV 15 1963

FEB 12 1961

RETURN

NOV 18 NEWARK

EDUC 11 2'75

JUN - 2 RETURN

PE 1121 H813P NO-2
HORN ERNEST 1882-
PROGRESS IN READING

39415629 CURR HIST



000007543747

PE 1121 H813P no.2
Horn, Ernest, 1882-
Progress in reading,

0320988W CURR

HISTORICAL
COLLECTION

EDUCATION LIBRARY

